

**A R A B I C**  
**BASIC COURSE**

**The Writing System  
of  
Modern Standard Arabic**

**1976**

**DEFENSE LANGUAGE INSTITUTE  
FOREIGN LANGUAGE CENTER**

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## INTRODUCTION

### The Arabic writing system

The Arabic alphabet is used by millions of people in the world today. It serves as the alphabet not only of the Arabic language, but also of languages such as Farsi (the language of Iran), Urdu (the official language of Pakistan), Kurdish, etc. Some languages, such as Turkish and Swahili, were written in the Arabic alphabet but have switched over to the Roman alphabet in recent times.

Unlike English, which uses the Roman alphabet and is written from left to right, Arabic is written from right to left. In addition, an Arabic book, newspaper, or magazine begins on what speakers of English would normally regard as the back cover and works toward the front.

The Arabic alphabet (as defined by Arabs) consists of a set of letters which represent the consonants as well as vowel length. Some of these letters have only one form; each of the rest, however, has several different shapes depending on where it occurs. The symbols for short vowels are small diacritical marks of which two are written above the consonant letters and one is written below those letters. The diacritical marks representing short vowels do not usually occur in handwritten and printed texts. It is as if the name /Husayn/\* were

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\*Slant lines are used when reference is specifically to pronunciation. The phonology of Modern Standard Arabic and the Roman transcription employed in this book are discussed in Abdel-Malek's Sounds.

reduced in writing to Hsyn. When reading, an Arab sees the Arabic equivalent of Hsyn and his knowledge of how the word is pronounced tells him that the short vowel of the first syllable is /u/ and the short vowel of the second syllable is /a/. This feature of Arabic is not as formidable as it might seem at first. If you can read the English sentence "WHN DD Y DRNK TH MLK?", you should have a fairly clear understanding of how Arabic texts can be read even when the short vowels are not represented.\*

#### Design of this book

##### A. Recognition vs. production

The materials which present a given symbol are divided into two distinct sections:

(1) Section 1 helps the student to recognize the symbol in different positions; three tools are utilized for this purpose: verbal descriptions (which specify the variants and their positions of occurrence), discrimination exercises (which underscore the contrasts between partly similar shapes), and reading exercises (which make extensive use of contrasting shapes but include no unfamiliar symbols).

(2) Section 2 teaches the student to write the symbol in different positions. The set of lines shown below is used as a guide:



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\*In this book, a text is said to be "vocalized" when the short vowels are represented, and "unvocalized" when the short vowels are not represented.

The heavy middle line is used as the basic point of reference: symbols are said to rest on the middle line, rise above it, or fall below it. As shown, the other lines of the set are the +1 line, the +2 line, the -1 line, and the -2 line. As well as the relative positions, the relative sizes of successive letters are specified by the five lines.

Section 2 includes:

(a) Verbal descriptions which specify the variants and their positions of occurrence.

(b) Tracing and copying exercises which employ various techniques (such as arrows and numerals) to show the student where to begin and how to proceed.

(c) Utterances which are represented in terms of Roman symbols and which the student must write in Arabic script.

(d) Dictation exercises.

Rather than trace or copy on the pages of the book, the student is advised to use transparent sheets of paper which can be discarded when no longer needed. After he has written a sequence in the set of five lines described above, the student should write the same sequence on an ordinary notebook sheet, using a single line as a guide. For dictation exercises, a single line should be used as a guide.

A printed Arabic letter differs somewhat in appearance from its handwritten counterpart. The type of Arabic writing used for printing is known as the nasx style; that which Arabs use in normal handwriting is known as the ruq9a style. In this book, the student is taught to read the printed nasx style\* and to write the ruq9a style.

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\*The nasx style taught is that of typewritten texts, of newspapers, and of most magazines. Expressions like "printed style", "nasx printing", and "nasx forms" should be understood accordingly.

The nasx style of most Arabic books employs some variants which are not taught here; however, the student will, upon completing this book, be able to recognize those variants with hardly any difficulty.

## B. Review exercises

Each review exercise covers several sections and employs only familiar symbols.

Although it may be used in connection with any Modern Standard Arabic course, this book is written specifically as a companion to the language lessons of Abdel-Malek's Basic Course. The first few language lessons (which may be called the "preliminary lessons") are written in a Roman transcription; the essentials of Arabic script should be taught together with those lessons (each lesson specifies the Arabic symbols to be taught before moving to the next lesson).\* All language lessons other than the preliminary ones are written in Arabic script.

The review exercises in this volume are intended to make the transition from the Roman symbols to the Arabic script as easy as possible: each review exercise draws upon the preliminary language lessons for familiar vocabulary items whose graphical constituents have been taught; equally important is the fact that almost all the vocabulary items taught in the preliminary lessons occur in the review exercises. It is therefore important for the student to learn the spelling of all items in the review exercises.

As a general rule, the items constituting each review exercise are presented first with complete vocalization then with minimal vocalization.

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\*For the psycholinguistic principles underlying this procedure, see the section "Reading and Writing" in Abdel-Malek's Manual.

### C. Calligraphic models vs. normal handwriting\*

The last review exercise compares calligraphic script with the normal, everyday usage of ruq'a handwriting.

### D. Appendices

This book contains three appendices:

Appendix I lists the graphical symbols of Arabic. In List A, the letters of the alphabet are given in their usual order; in List C, they are given in the order used for enumeration. List B gives the diacritics and the three most common punctuation marks.

Appendix II illustrates various graphical combinations.

Appendix III gives the answers to all the discrimination exercises which are used in this book.

### E. Options in using this book

If the reading exercises are recorded on tape, this book may be used in one of the following ways:

(1) Both recognition and production may be taught in class. In this case, the recorded exercises should be used for additional practice in the language laboratory or at home.

(2) The student may study Section 1 on his own (with the help of Appendix III and the tapes). In this case, the teacher should concentrate on teaching production.

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\*All the ruq'a models in this book have been written with an Osmiroid Italic Pen for the left-handed. The learner is advised to use the same pen when copying the models.

The letter "daal"

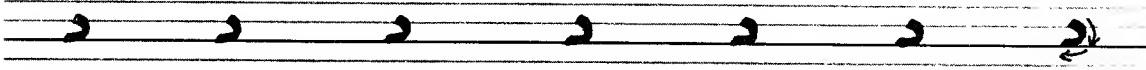
(1) The consonant /d/ is represented by a letter called daal. The line below shows five examples of this letter.

د د د د د

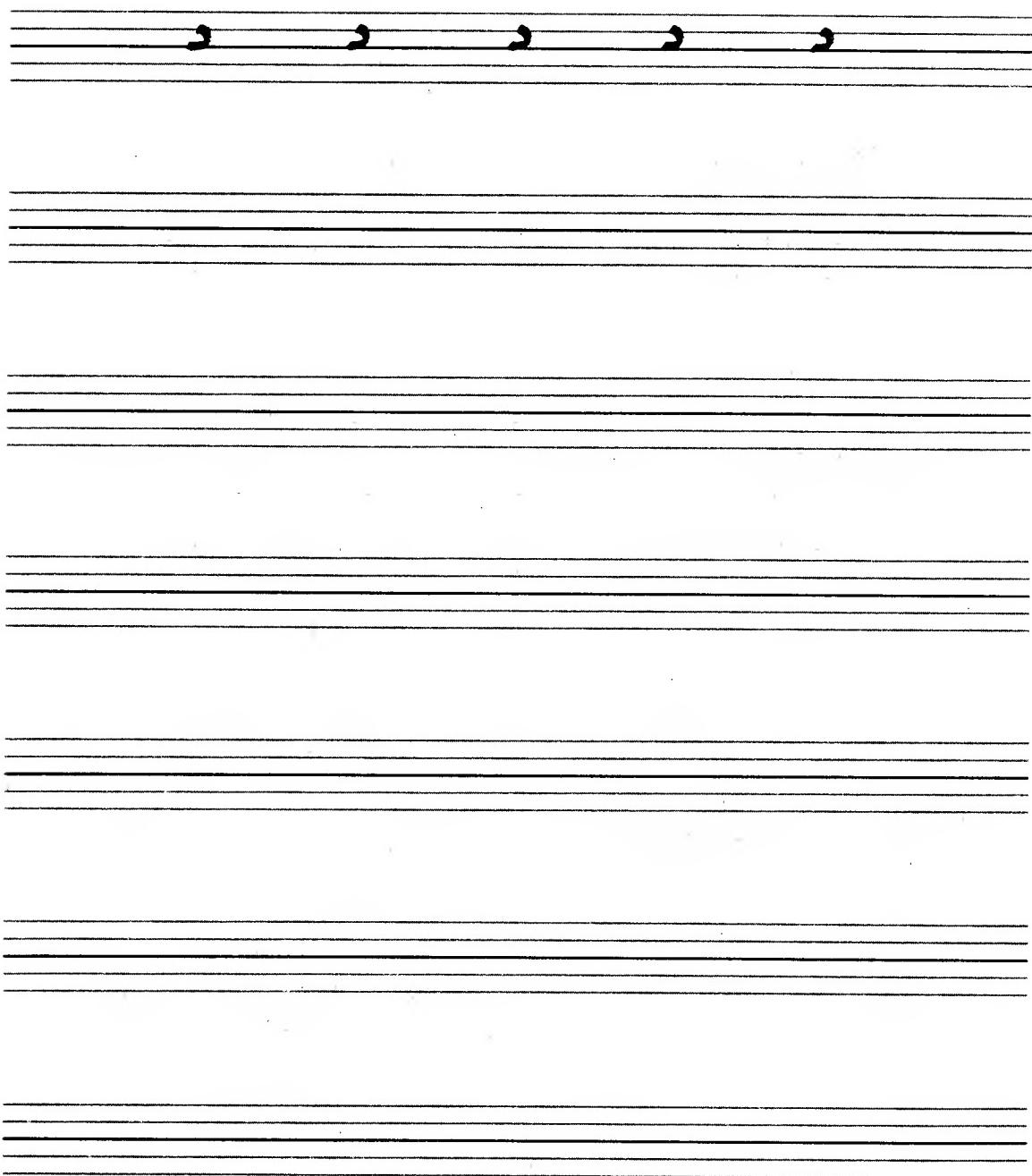
Study the shape of the letter carefully, then place a circle around each daal in the following sequence (starting on the right side of the page, as Arabs would do):

د د د د د د د د د د

(2) The letter daal ( د ) in the ruq9a style consists of two strokes: (a) a slightly slanting stroke which extends from the +1 line to the middle line, and (b) a horizontal stroke, written from right to left, which rests on the middle line. Trace the following sequence (from right to left). The arrows beside the first letter will show you where to begin and how to proceed.



Write the letter daal five times in each blank set of lines below (one sequence is given as a model). Make sure that the letter does not rise above the +1 line (if it does, it might be confused with the letter for /l/).



In each of the following sets of lines, write the letter daal five times from memory, without looking at the preceding material.

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The letter "daal"

(1) The consonant /d/ is represented by the letter daal. The line below shows five examples of the letter daal in printed nassx style. Notice that daal and daal are identical in shape except that the former has a superscript dot.

ڏ ڏ ڏ ڏ ڏ

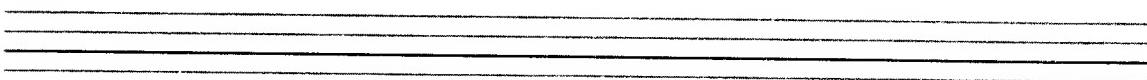
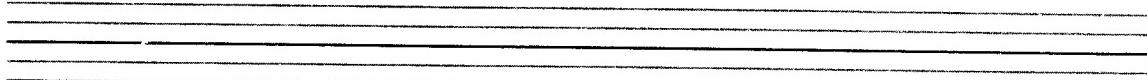
Study the shape of daal carefully, then place a circle around each daal in the following sequence:

ج ف د ي ه ق ز ر ك س ز د

(2) In the ruq9a style, daal is written in exactly the same fashion as daal, but with a dot just above the basic part of the letter. Trace the following sequences (from right to left):



Write the letter daal ten times in each blank set of lines below. One sequence is given as a model.



Now write the letter daal ten times from memory,  
without looking at the preceding material.

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#### Representation of short vowels

As was mentioned in the Introduction, the short vowels of Arabic are not usually represented in normal handwriting and printing. There are cases, however, where graphic representation of the short vowels is called for. Many books and magazines, for example, occasionally indicate the short vowels in a word which might otherwise be confused with another word. In the Koran, the holy book of Islam, the short vowels are always indicated to facilitate correct pronunciation when the text is read aloud. Arabic school books often indicate the short vowels to help Arab school-children read their language correctly.

#### The "fatHa"

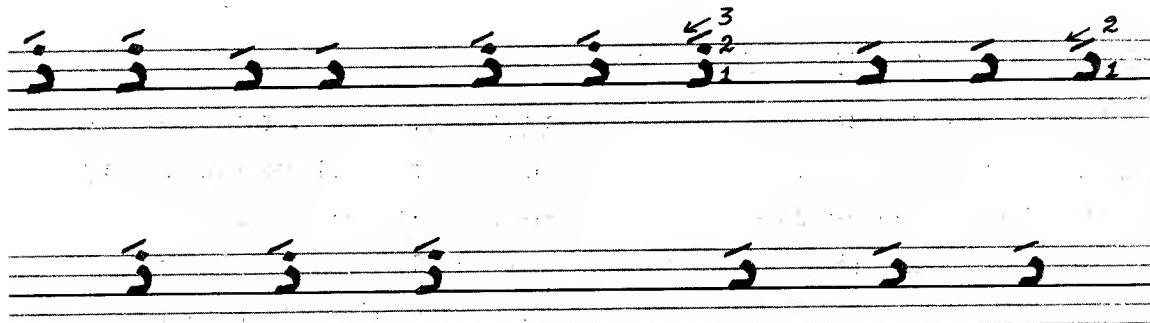
(1) When it follows a given consonant (in pronunciation), the short vowel /a/ is represented by a small slanting stroke ( ' ) placed above the consonant letter. Thus the Arabic syllable /da/ would be represented by a small slanting stroke written above the daal: ڻ; the syllable /da/ would be represented by daal with the same small stroke above it: ڻ. The line below shows three examples of /da/ (daal plus fatHa) and three examples of /da/ (daal plus fatHa).

ڻ ڻ ڻ

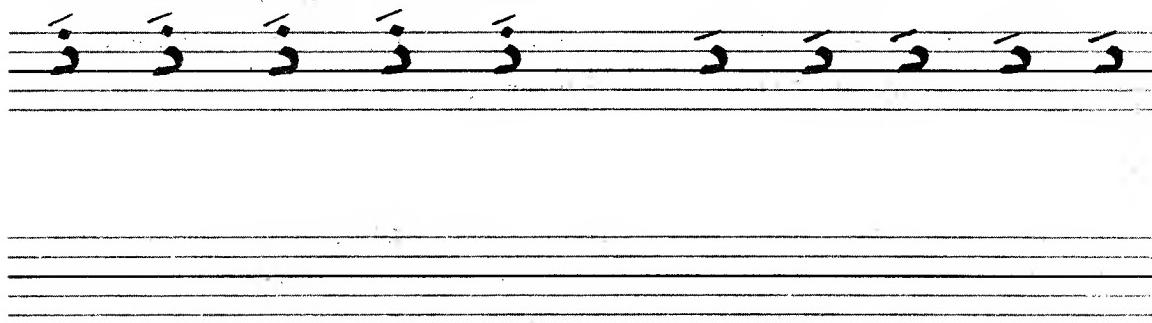
ڻ ڻ ڻ

(2) In Arabic, the symbol representing the short vowel /a/ is called a fatHa. The fatHa in ruq9a script is identical to its counterpart in nasx printing.

To write the fatHa, one makes a short diagonal stroke, from upper right to lower left, just above the consonant letter. Trace the following sequences:



Write each of the syllables /da/ and /də/ five times. The following sequence is a model.



Now write each of the syllables /da/ and /də/ ten times from memory, without looking at the preceding material.

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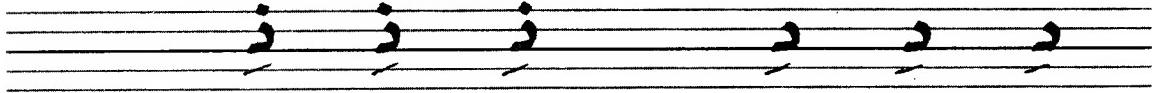
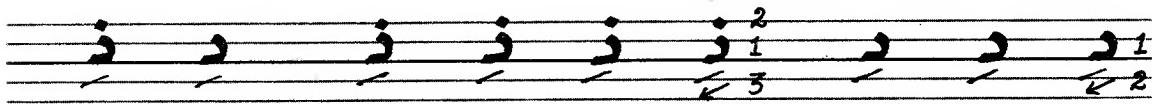
### The "kasra"

(1) When it follows a given consonant (in pronunciation), the short vowel /i/ is represented by a slanting stroke--called a kasra--which is identical in form to the fathA; the kasra, however, is written underneath the consonant letter. The Arabic syllable /di/ would be represented by a daal which has a small slanting stroke underneath it:  ; similarly, the syllable /di/ would be represented by a daal with a small slanting stroke underneath it:  . The line below shows three examples of /di/ (daal plus kasra) and three examples of /di/ (daal plus kasra).

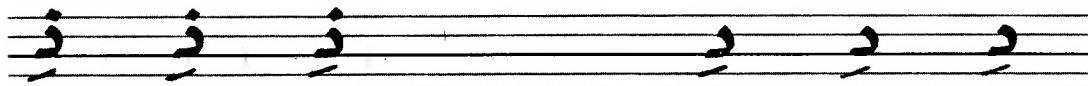




(2) The kasra in ruq9a script is identical to its counterpart in nasx printing. To write the kasra, one makes a short diagonal stroke (from upper right to lower left) directly below the consonant letter. Being a subscript stroke, the kasra is written below the middle line. Trace the following sequences:



In each set of blank lines below, write the syllable /di/ three times and the syllable /əi/ three times. The following sequence is a model.



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Now write each of the syllables /di/ and /əi/ five times from memory, without looking at the preceding material.

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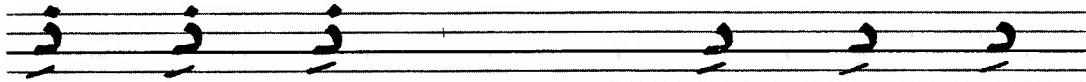
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In each set of blank lines below, write the syllable /di/ three times and the syllable /əi/ three times. The following sequence is a model.



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Now write each of the syllables /di/ and /əi/ five times from memory, without looking at the preceding material.

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## Reading exercise

You have now learned how to read and write four syllables: /da/, /di/, /əda/, and /ədi/. Read the following sequences aloud.

### The "sukuuun"

(1) The sukuun is a small circle ( ° ) which occurs above a consonant letter to indicate that the consonant is not followed by a vowel. (In English, examples of a consonant not followed by a vowel are the /t/ in sit and the /l/ in salt). Thus /dad/ is written as đđ and /dađđa/ is written as đđđđ.

As true of the fatHa and the kasra, the sukuun does not normally occur in printed and handwritten texts. It does, however, occur when all the short vowels are represented; it also occurs when its absence would result in ambiguity. The line below shows some examples of the sukuun with daal and daal.

6.0 6.0 6.0 6.0 6.0 6.0

Reading exercise

Read the following utterances aloud:

نَنْ نَنْ نَنْ نَنْ نَنْ

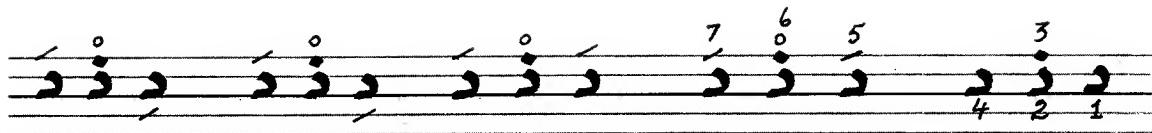
نَنْ نَنْ نَنْ نَنْ

نَنْ نَنْ نَنْ نَنْ

(2) In handwritten ruq'a texts, as in printed ones, the sukuun is a small circle placed above the consonant letter. Be sure to write it as a circle, not as a dot, since to write it as a dot could change the consonant; for example, a dot above daal ( ) produces daal ( ). Daal with a sukuun should be written as <sup>o</sup>, and daal with a sukuun should be written as <sup>o</sup>. Trace the following sequence:



Copy the following sequence in each set of blank lines. Notice that the sukuun and the short-vowel symbols are supplied, from right to left, after all the consonants of a given word have been written.



Now write /did/ and /dad/ ten times each, supplying the diacritical marks in the appropriate places. Rely on your memory and do not look at the preceding material.

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#### Dictation

Your teacher will dictate the following utterances several times in varying sequences:

دِنْ دَنْ دَنْ دِنْ دِنْ

The letter "raa'"

(1) The consonant /r/ is represented by the letter raa'. The line below shows five examples of raa' in printed nasx style.

ر ر ر ر ر

Notice that raa' begins just above the middle line then slants downward and slightly to the left, forming almost a quarter of a circle. In contrast, both daal and daal are written entirely above the line and have an angular shape. In the sequence below, notice the difference between daal, daal, and raa':

د د د د د      ز ز ز ز ز      ر ر ر ر ر

Place a circle around each raa' in the following sequences:

ر ر ز ل ر ز ق د ن  
و ز د ه ر و ز د ر ن

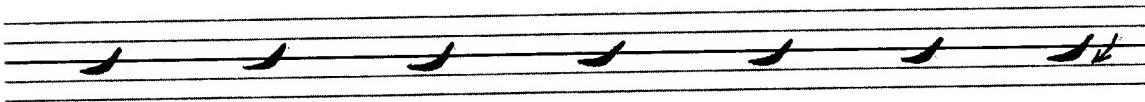
Read aloud the sequence of syllables below. Each syllable consists of raa' plus fatHa or kasra.

ر ز د ه ر و ز د ر ن

The sukuun can also occur with raa', as in the utterances below:

جَزَّ جَزَّ جَزَّ جَزَّ جَزَّ جَزَّ  
جَزَّ جَزَّ جَزَّ جَزَّ جَزَّ جَزَّ

(2) In the handwritten ruq9a style raa' is a single stroke which begins slightly above the middle line, slants downward toward the left, and ends up looking something like a quarter of a circle. The written form of raa', however, is not as rounded as the printed form. Trace the following examples of the letter raa'. The arrow beside the first raa' shows how to proceed when writing the letter.



Write the letter raa' five times in each blank set of lines below (one sequence is given as a model):

Three sets of five horizontal lines each, intended for handwriting practice. The first set contains a handwritten 'raa'' character as a model. The subsequent four sets are blank for the student to write five more 'raa'' characters each.

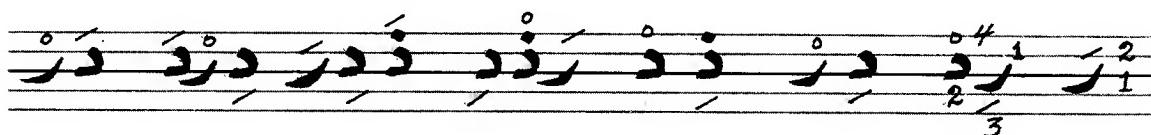
Write the letter raa' ten times from memory, without looking at the preceding pages.

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Write /ra/, /rid/, /dir/, /əid/, /raədi/, /əadir/, /dirda/, and /dar/ in each blank set of lines below, imitating as closely as possible the model at the beginning of the exercise.



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Now write the following utterances five times each:  
/rid/, /dar/, /daðra/, /dardi/, and /aɪrda/.

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### The letter "zaay"

(1) The consonant /z/ is represented by the letter zaay. The line below shows five examples of zaay in printed nasx style.

ج ج ج ج ج

Notice that zaay and raa' are identical in shape, except that the former has a dot above the basic stroke. Thus, the difference between raa' and zaay is exactly the same as the difference between daal and daal. The line below gives an arbitrary sequence of the letters daal, daal, raa', and zaay. Identify each letter by naming it.

ج ر ز ج د ز ج د ز ج د ز ر ج

Read aloud the sequences below:

ج ج ج ج ج ج ج ج

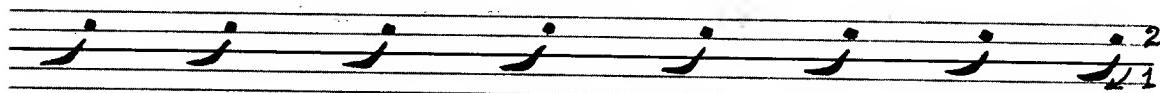
ر ز د ز ر ز د ز ر ز د ز

Now read the following utterances aloud:

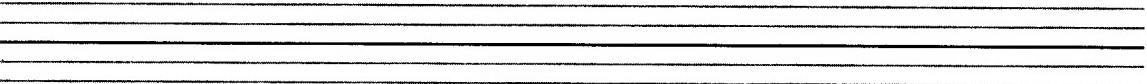
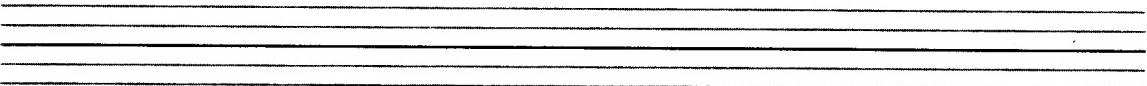
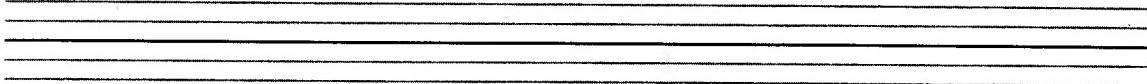
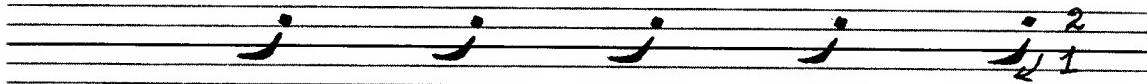
ز د ز ر ز د ز د ز د ز

ر ز د ز ر ز د ز د ز

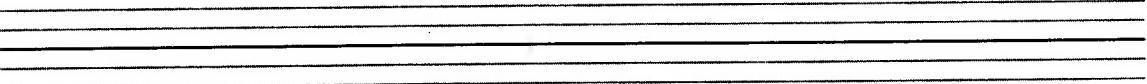
(2) In ruq9a script, zaay is identical to raa' except that the former has a dot above it. Trace the following sequence:



Write the letter zaay five times in each blank set of lines below (one sequence is given as a model):



Write zaay ten times from memory, without looking at the preceding material.



Write the following utterances three times each:  
/zadri/, /razda/, /zid/, /dizra/, rizda/, and /darzi/. The

first set of lines below gives one example of each.



Now write the following utterances two times each:  
*/zarzar/, /dardir/, and /radrid/.*

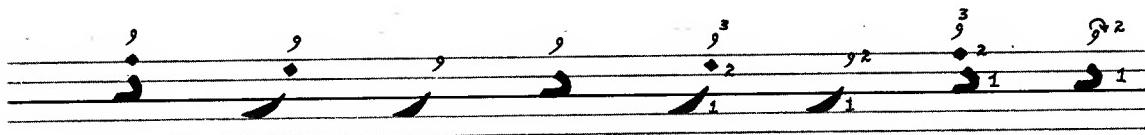
The "damma"

(1) When it follows a given consonant (in pronunciation), the short vowel /u/ is represented by a symbol--called a damma--which resembles an elongated comma with a small curl as the top part ('). Like the fatHa, the damma is written above the consonant letter; the syllable

/du/, for example, would be represented by daal with a damma directly above it. The line below illustrates the four syllables /du/, /əu/, /ru/, and /zu/.



(2) In the ruq9a style, the damma is similar to the symbol explained under (1) above. When writing the damma, one makes a very small, clockwise curl and then continues downward with a stroke similar to that of an English comma. Trace the following sequence of symbols:



Write the syllables /du/, /əu/, /ru/, and /zu/ in each blank set of lines below (one sequence is given as a model):



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Write each of the syllables /ru/ and /əu/ ten times

from memory, without looking at the preceding material

Write the following utterances in each blank set of lines below: /ruzdi/, /dadu/, /zur/, /dirda/, and /duzur/. One sequence is given as a model.



Now write the following utterances three times each:

from memory, without looking at the preceding material

Write the following utterances in each blank set of lines below: /ruzdi/, /dadu/, /zur/, /dirda/, and /duzur/. One sequence is given as a model.



A horizontal line representing a five-line staff, used for writing musical notes and rests.

A horizontal line representing a five-line staff, used for writing musical notes and rests.

Now write the following utterances three times each:

/darzi/, /zurida/, /rizda/, /durida/.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Dictation

Your teacher will dictate the following utterances several times in varying sequences:

ذُرْ رُزْ نُورْ زُورْ

### The letter "waaw"

(1) The consonant /w/ is represented by the Arabic letter waaw. In shape, waaw is similar to the damma ( ُ ) except that it is larger. The following are five examples of the letter waaw in printed nasx style:

و و و و و

Place a circle around each waaw in the following sequences:

و ق ر و ن ل ع و ز ف ق ص و ق  
ر د و ذ و ط ن ه و ق و ف ذ ز و

Read aloud the following sequences:

و و و و و و و  
و ز ن و ر و ن د ز و ر ز و د ن و  
ر و د ر و د و ز ن و ز ر و ز د ر و

The diphthong /aw/ is represented by و (the fathA being on the consonant letter which precedes the waaw). For example, the utterances /dawru/ and /zawdu/ would be written as follows:

د ز و د

Each of the following utterances contains the diphthong /aw/. Read the utterances aloud:

ك و ز و د ن و د د و ر ر و د ف ز ر و ز د

(2) The handwritten ruq9a-style waaw is similar to the waaw of nasx printing. When writing the waaw, one begins on the middle line and produces a round stroke, moving in a clockwise direction (the circle should be between the middle line and the +l line; it is usually, but not necessarily, filled in). The round stroke is followed by a tail which extends to the -l line and almost forms a quarter of a circle. Trace the examples below:



Write each of the following sequences three times:  
/wazru/, /dawru/, /wardu/, /warada/, and /darwi/. A  
model is given below.

وَزْر دَفْر وَرْد دَرْزِي

Now write each of the following sequences three times without referring to the preceding pages: /wazara/, /wizru/, /dawru/, /darzi/, and /darwu/.

### The "sadda"

(1) Any consonant in the Arabic language can be doubled (i.e., prolonged in pronunciation). This doubling is indicated by a small, double semi-circle (called sadda) which is written above the consonant letter; thus /dd/ would be written as ڏ. You may find it helpful to remember that the doubling of a consonant is indicated by a double semicircle. If the vowel which follows the doubled consonant is either /a/ or /u/, the vowel symbol is placed above the sadda: ڙ, ڻ; if the vowel is /i/, the kasra is placed either directly below the sadda and above the consonant letter, or below the consonant letter (with the sadda appearing alone above the letter): ڢ, ڣ. Thus the utterance /radda/ is written as ڙڙ; the utterance /raddu/ is written as ڙڻ; the utterance /raddi/, however, may be written either as ڢڙ or as ڣڙ.

Read aloud the following utterances which contain doubled consonants. Be sure to prolong the pronunciation of doubled consonants since failing to do so can change the meaning of the word.

ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ

ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ ڙ

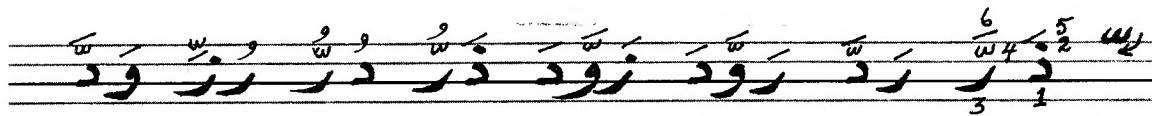
Like any other Arabic consonant, /w/ can be doubled. The utterance /rawwada/ (with /ww/ in the middle) is written as ڙڙوڙ. Read aloud the following words:

ڙڙوڙ ڙڙوڙ ڙڙوڙ ڙڙوڙ ڙڙوڙ

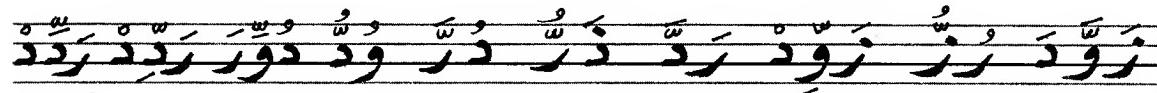
Some of the utterances below contain a doubled consonant and some do not. Read each utterance aloud, being careful to prolong any consonant which has a sadda.

رَكْ رَكْ رُكْ رُكْ نَرْ نَرْ وَدْ وَدْ دَوَرْ دَوَرْ  
رَكْ رَكْ زِزْ زِزْ نَرْ نَرْ وَدْ وَدْ دَوَرْ دَوَرْ

(2) The handwritten ruq9a form of the sadda is similar to the printed nassx form. In writing the sadda, one starts from the right and proceeds toward the left. Trace the utterances below:



Write the following sequence three times:



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Without referring to any of the preceding materials, write each of the following utterances three times in the lines below: /ruzzu/, /dawru/, /dawwara/, /darri/ ,

/durra/, /rudda/, /wazara/, /raddid/.

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### Dictation

Your teacher will dictate, in varying sequences, the following utterances:

رَبْنَ زَرْ وَرْ زِرْ رَوْنَ زَوْنَ زِوْنَ رَرْ

### Connectors and non-connectors

In regard to their forms, Arabic letters fall into two categories: connectors and non-connectors. A connector is joined to any letter which follows it in the same word; a non-connector is never joined to a following letter.

up till now you have encountered only non-connectors. In the words /darzi/, /darra/, and /zawwid/, for example, no two letters are joined because daal, daal, raa', zaay,

and waaw are non-connectors:

زَوْنٌ زَرَّ زَرُّ

With the exception of alif, all of the Arabic letters which you will learn from now on will be connectors.

The letter "taa'"

(1) The emphatic consonant /t/ is represented by the letter taa'. Below are five examples of this letter:

ط ط ط ط ط

Place a circle around each taa' in the following sequence:

ط ض - ط ف ض ط ق ل ط ض ه ظ

Read aloud the following sequences:

طْ طْ طْ طْ طْ طْ طْ طْ طْ

رَطْ زَطْ رَطْ رِطْ زُطْ وَرَطْ وُرَطْ

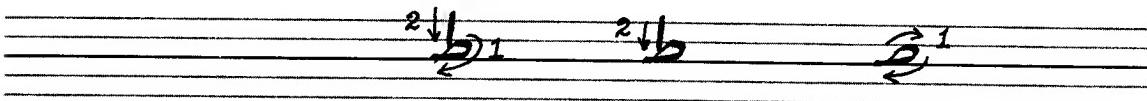
The letter taa' is a connector; this means that taa' is joined to any letter which follows it in the same word. For example, in the word /tarada/, taa' is joined to the following raa':

طَرَدَ طَرَدَ طَرَدَ طَرَدَ

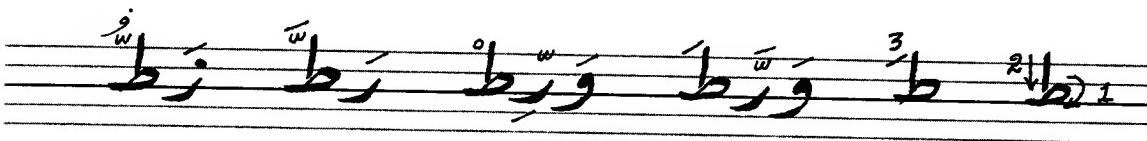
Likewise, taa' is joined to a following daal, raa', zaay, or waaw. Study the examples below and read them aloud:

طَوْدُ طَرَدَ طُرَزَ طَرَزَ طَوْرَ طَوْرَ

(2) The handwritten ruqqa form of taa' is similar to the printed nasx form. Writing the taa' requires two separate strokes: the first is an oblong circle which rests on the middle line and which is written in the direction indicated below by arrow number 1; the line which closes the oblong circle is extended to the left, thus producing a short tail which rests on the middle line and which does not curve upwards. The second stroke is a vertical line which is written from top to bottom and which lands on the left corner of the oblong circle; this stroke is indicated by arrow number 2.



Trace the following sequence:



When taa' is to be followed by another letter, you must make the oblong circle and move on until you have finished writing the basic strokes of the whole connected sequence before coming back to add the vertical stroke of the taa'. For example, in a word like /tarada/, you should complete the oblong circle and the following raa' before going back to put in the vertical stroke of the taa' (then you should proceed to write the daal of /tarada/).\* Study

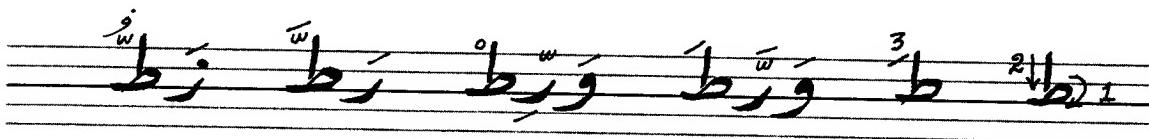
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\*A similar procedure is followed in writing English words when one crosses the t's and dots the i's.

(2) The handwritten ruq'a form of taa' is similar to the printed nasx form. Writing the taa' requires two separate strokes: the first is an oblong circle which rests on the middle line and which is written in the direction indicated below by arrow number 1; the line which closes the oblong circle is extended to the left, thus producing a short tail which rests on the middle line and which does not curve upwards. The second stroke is a vertical line which is written from top to bottom and which lands on the left corner of the oblong circle; this stroke is indicated by arrow number 2.



Trace the following sequence:

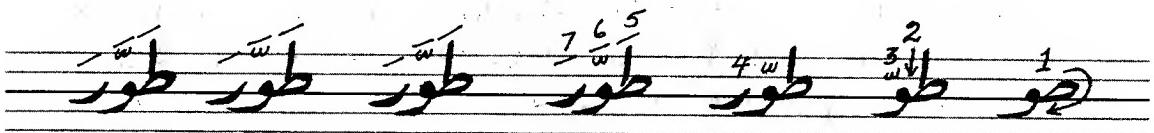
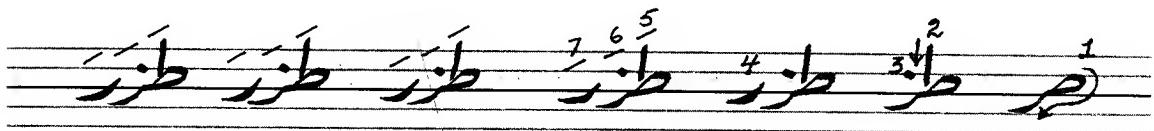
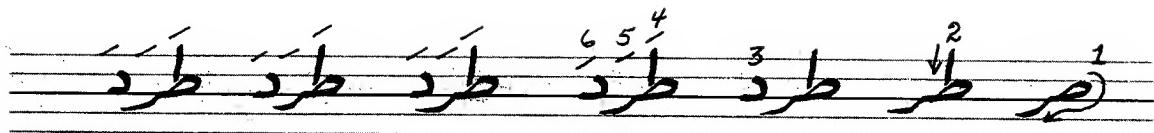


When taa' is to be followed by another letter, you must make the oblong circle and move on until you have finished writing the basic strokes of the whole connected sequence before coming back to add the vertical stroke of the taa'. For example, in a word like /tarada/, you should complete the oblong circle and the following raa' before going back to put in the vertical stroke of the taa' (then you should proceed to write the daal of /tarada/).\* Study

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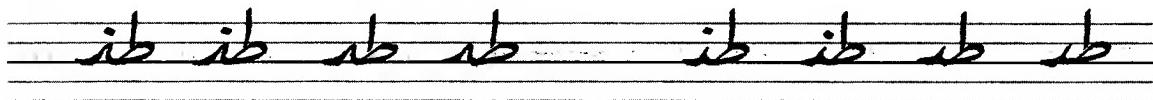
\*A similar procedure is followed in writing English words when one crosses the t's and dots the i's.

the examples below.



Trace the last three words in each of the above sequences.

The basic shape of daal and daal after a connector--such as taa'--is slightly different from the shape already taught. When daal or daal is not connected, the upper part of the basic stroke is inclined to the left: ئ , ذ ; however, when joined to a connector, the upper part of the basic stroke is slightly inclined to the right. Study the following examples:



Notice that an ascent from the preceding joining-line is necessary in writing daal or daal; in contrast, a descent is necessary in writing raa'.

Trace the words written in the first set of lines below, then write those words five more times in the

second set of lines.

وطَّ وَطَّ وَطَّ وَطَّ وَطَّ

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Write each of the following utterances three times in the blank lines below (an example of each utterance is given in the first set of lines): /ṭurida/, /warratā/, /waṭṭada/, /ṭaraza/, /ṭawwara/, /ṭardu/, and /ṭazru/.

طَرَدَ وَرَدَ طَرَدَ طَرَدَ طَرَدَ

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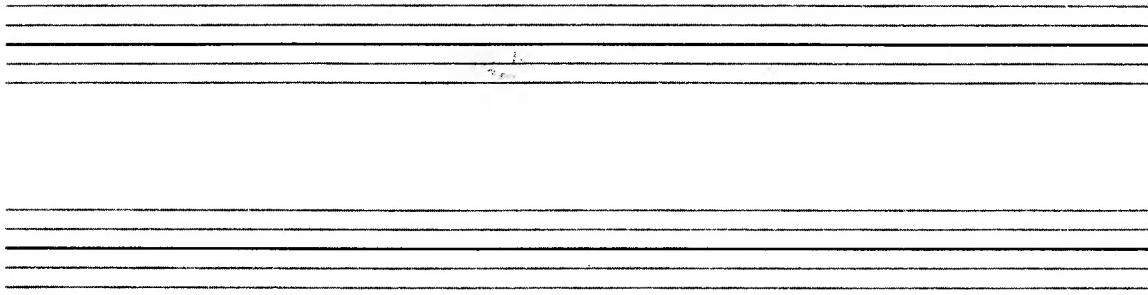
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Without referring to the preceding materials, write each of the following utterances two times in the lines below: /ṭawwara/, /ṭawwir/, /ṭarada/, /warrit/, /waṭada/,

/ṭurida/, /ṭaraza/, and /ṭazru/.

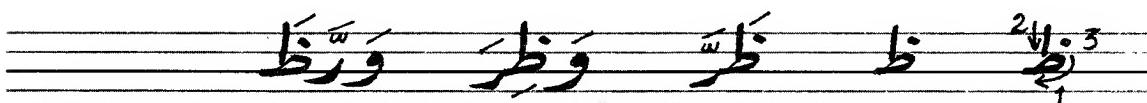


#### The letter "daa'"

(1) The consonant /d/ is represented in Arabic by the letter daa'. The only difference between the Arabic symbols for /t/ (ط) and /d/ (ظ) is that the latter has a dot above the oblong circle; in every other respect, the two letters are identical. Read the following utterances aloud:

ط ظ ط ظ ط ظ ط ظ ط ظ  
رَكَ ظَرَ ظَرَدَ ظِرْ رُ ظَرِرَ وَظَرَ وَظَرِ  
وَرَطَ وَرَّظَ طَرَدَ طَرَدَ طَرِرَ طَرِرُ وَطَرَ وَظَرِ

(2) As true of taa', the handwritten ruq9a form of daa' is similar to the printed nasx form. When writing daa', one produces a taa' and then adds a dot above the oblong circle. Trace the examples below:



Write the following sequence three times:

وَرَنَّ طَرَدَ وَظَرَدَ طَورَ

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ا

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Without consulting the preceding material, write each of the following utterances two times in the lines below:  
/tawwir/, /warraḍa/, /tarzu/, /darri/, /tardu/, /darada/.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### Dictation

Your teacher will dictate to you, in varying sequences, the following utterances:

طَرَدَ وَرَنَّ نُزْ وَظَرَدَ

### The importance of dots as parts of letters

As you have probably realized by now, dots are a vital part of certain Arabic letters. The elimination or addition of a dot may result in changing the letter. So far you have had three examples of this phenomenon:

(1) When a dot is added above و (the letter daal which represents /d/), the result is ؤ (the letter daal which represents /ð/).

(2) When a dot is added above ر (the letter raa' which represents /r/), the result is ڙ (the letter zaay which represents /z/).

(3) When a dot is added above ت (the letter taa' which represents /t/), the result is ڦ (the letter daa' which represents /ð/).

Since the Arabic alphabet uses dots to differentiate two or more letters which would otherwise be identical, the student of Arabic does not have to learn very many basic shapes. In the letters which you will learn from now on, the presence or absence of dots will continue to be of vital importance. Some of these letters will have no dots at all; some will have a dot either above or below the basic stroke; some will have two dots either above or below the basic stroke; and some will have three dots above the basic stroke. Therefore, when learning to recognize and write Arabic letters, students must pay attention to:

- (1) the basic stroke of each letter,
- (2) the presence or absence of dots with the basic stroke,
- (3) the number of dots present, and
- (4) the placement of dots (i.e., whether the dots are above or below the basic stroke).

The next three letters to be presented illustrate

the importance of the factors mentioned above. Those letters have the same basic stroke; they are distinguished one from the other only by means of dots.

### Different shapes for the same letter

Each of the Arabic letters presented so far has the same shape in all positions (the only exceptions to this statement are the ruq9a forms of daal and daal which vary slightly depending on whether they are connected or not connected). The letter taa', for example is written as ط no matter where it occurs:

طَرَقْ وَطَرَقْ وَطَرَقْ

The same holds true for daa', waaw, raa', and zaay:

<u>daa'</u>	وَطَرَقْ	وَطَرَقْ	طَرَقْ
<u>waaw</u>	ذُونْ	طُورَّ	وَرَقْ
<u>raa'</u>	طُورُ	طَرَقْ	رَوْنَ
<u>zaay</u>	طَرَزْ	فَزُورْ	زَوْدَ
<u>daal</u>	وَطَدْ	زَنَرْ	نَورْ
<u>daal</u>	وَذَوْنَ	وَذَرْ	نَرْ

The alif (which will be presented in the near future) is one more letter which has the same shape ( ' ) in all positions. Of the remaining letters, some have two shapes, others have three, others have four, and still others have five; the shape which a given letter has depends on whether it occurs:

- (1) initially in a joined sequence of letters (this

position may be at the beginning of the word or following a non-connector);

- (2) medially in a joined sequence of letters;
- (3) finally in a joined sequence of letters; or
- (4) independently (i.e., not joined to a preceding or a following letter).

The expressions "initially", "medially", "finally", and "independently" will be used to designate occurrence in the positions specified above.

The forms which occur finally and independently (when different from those which occur initially and medially) are referred to as the "flourished" forms; the flourished forms are almost always longer than the other forms. For a given letter, the citation form (i.e., the one cited whenever reference is made to the letter as such) is the flourished form which occurs independently.

#### The letter "baa'"

(1) The consonant /b/ is represented by the Arabic letter baa'. Initially, the shape of baa' is  . The initial form of baa', then, consists of a small vertical line which curves horizontally to the left upon reaching the middle line. The right corner of the letter has a subscript dot. Being a connector, baa' (like taa' and daa') is joined to any letter which follows it in the same word. Below are five examples of initial baa'.



The above examples of initial baa' are theoretical since the initial form of any connector is always joined to a following letter. Below are some examples of initial baa' joined to a following letter:



Place a circle around each initial baa' in the following sequences:

ب ب ي س ي ج ف

ب ي ف ن ب ق ب ج ض

Read the following words aloud:

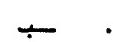
بُدْ بُدْ بَدْ وَ بَدَرَ بَرَّ بَرَّ بَرَّ بَطْرُ  
بِرْ بِرْ بَرْ بَرْ بَرْ بَرْ بَرْ بَرْ بَرْ بَرْ بَرْ بَرْ

Remember that a letter's initial shape is used not only at the beginning of a word, but also in the middle of a word after a non-connector. Below are some examples of initial baa' occurring word-medially after a non-connector:

ذَبَرْ وَبْرْ رَبَطْ زَبَدْ وَبَدْ

Read aloud the following Arabic utterances:

ذَبَرْ ذَبَرْ رَبَطْ زُبْدُ وَبَدَرَ وَبَدَرَ رُبَطْ ذُبَرْ

The medial shape of baa' is similar to the initial shape: the two differ in that the medial shape is joined from behind and thus has the following appearance:  . Given below are some examples of medial baa':

طَبَرْ طَبَدْ طَبَطْ بَبَدْ

Place a circle around each medial baa' in the following sequence:

ب ف ت ب ح ن ب ح ي ب ف ن ي ب

Read the following utterances:

بِرْ زَبْرُ بَيْنَ طَبْطَرْ زَبْدُ طَبَدَ رَبْطَرْ طَبْدُ رَبْطُرْ وَدَرْ  
بَرْ بَرَرْ بَرَدَ بَرْدُ بَطْ بُدُّ بَدَّ بَدَرَ بَدْرُ  
زِيدُ بَدْرُ رَبْطُرْ بَرْ وَدَرَ زَبْرُ بَطَرْ بَرْدُ رَبْطَرْ بُدُّ وَدَرَ

When medial baa' precedes a raa' or a zaay, it assumes a special shape which rises slightly above the preceding joining-line. Study the shape of medial baa' in the following words:

بَيْرُ طَبَرْ طِبْزُ بَيْزُرْ بِطَبِيرْ وَبِرْ

The flourished form of baa' (used in final position and independently) is ب . The final shape and the citation form differ in that the former is joined to a preceding letter: ب .

Here are some examples of final baa':

طَبْ بَبْ ظَبْ دَبْ وَظَبْ طَبْ دَبْ

And here are some examples of independent baa':

دَبْ رَبْ بَوْبْ طَوْبْ ذَبْ دَرْبْ طَرْبْ

Place a circle around each baa' in the following sequences:

ت ب ف ب ق ت ب ن ي ت ب ج

ث ب ض ب ث م ن ب ض ب ف ب ف

Read aloud the utterances below:

طَبَ طَبَّ دَبَّ طِبُّ طِبَّ دُبَّ دَرَبَ

رَبَ بَوَبَ دَبَّ دَرَبَ دَرْبَ طَرَبَ

دُبَ رَبُّ بُوبَ دُبَ دُرَبَ دَرِبَ دَرْبُ

دَرِبَ طَرِبَ طِبُّ دَبَّ دَرَبَ طَرَبَ

Now read the utterances of the following exercise; they show baa' in all possible positions.

بِرُّ بُدُّ بَطْ دَبَّ رَبَطَ طَبَّ طَبَّ دَرَبَ

دَرْبُ دَبَّ طَرَبَ بَرْدُ رَبَطُ طَبَّ طِبُّ طَرَبَ

دَرَبَ طَبَّ طَبَّ رَبَطَ بَطْ دَبَّ بِرُّ بَذَرَ

وَبَ دَبَّ بُدُّ بَدُو طِبُّ طِبَّ دَبَّ دَبَّ

بَرَدَ طَرَبَ دَبَّ دَبَّ بَطْ طَبَّ طَبَّ

(2) The baa' of ruq'a script is very similar to that of nasx printing. The writing of initial baa' consists of making a very short vertical stroke, followed by a horizontal stroke which joins baa' to the next letter (the vertical stroke is optional in some contexts and obligatory

in others\*). The dot is added underneath the horizontal stroke of baa' after all the basic strokes in the connected sequence have been written. Study the examples below:



Trace the last four examples in each of the above sequences.

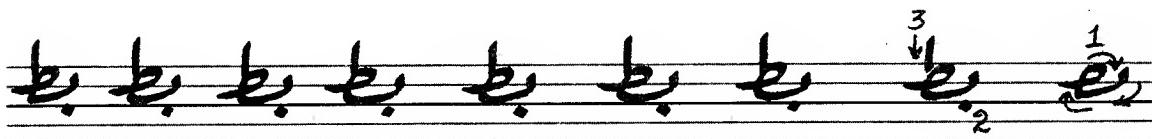
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\*In general, the vertical stroke is obligatory when initial baa' is followed immediately by a straight line or a closed circle (whether the circle is round, oblong, or triangular); thus the vertical stroke is required before siin, šiin, faa', waaw, qaaf, taa', daa', saad, daad, and 9ayn.

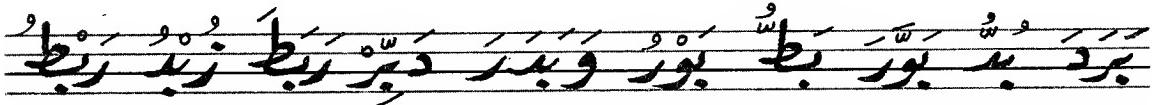
It will be shown later that initial baa' has a special shape before jiim, Haa', xaa', miim, and medial haa'; it will also be shown that initial baa' and final yaa' combine to produce a special form.

Elsewhere, initial baa' usually occurs without the short vertical stroke but may also occur with it.

In ruq9a script, when baa' (or any other letter) is joined to a following taa' or daa', there is a special way of connecting the two letters. Once the horizontal stroke of the first letter has been written, the oblong circle of the second is written with its base rising slightly above the middle line. After writing the basic strokes of the whole connected sequence, the dots and vertical strokes are inserted. Study the following examples, and trace the last seven of them:



Copy the following utterances in each blank set of lines below, reading each utterance aloud as you proceed.



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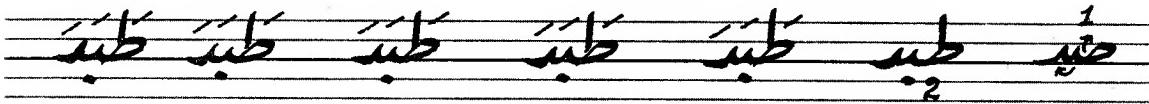
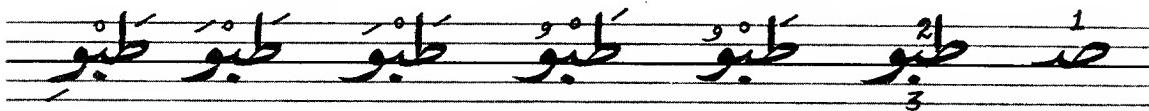
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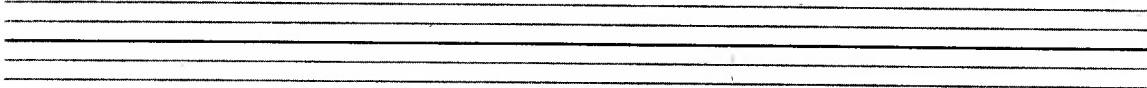
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The vertical stroke of medial baa' is slightly inclined to the right. In this position, a vertical stroke is always obligatory. Trace the last five examples in each of the following sequences:



The initial slanting stroke of medial baa' is called a "tooth".

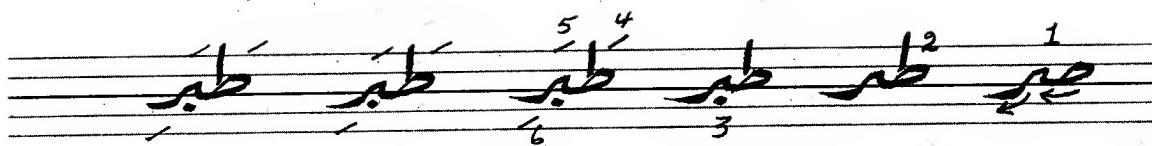
Now copy the above utterances in the set of lines below:



When handwritten baa' occurs medially and precedes either raa' or zaay, its basic stroke has a special shape which rises slightly above the middle line (and which is known as the "bridge" shape); by itself it would look like this  , and within a word (such as /tabari/) it would appear like this: .\* Study the examples

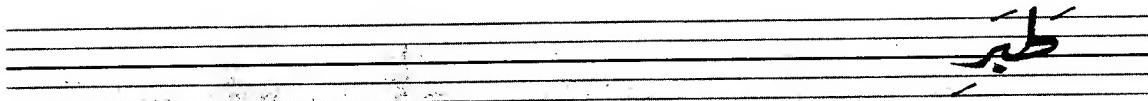
\*All letters which are related to baa' have a bridge shape before raa' and zaay. Letters are "related" if they have the same basic stroke.

below:

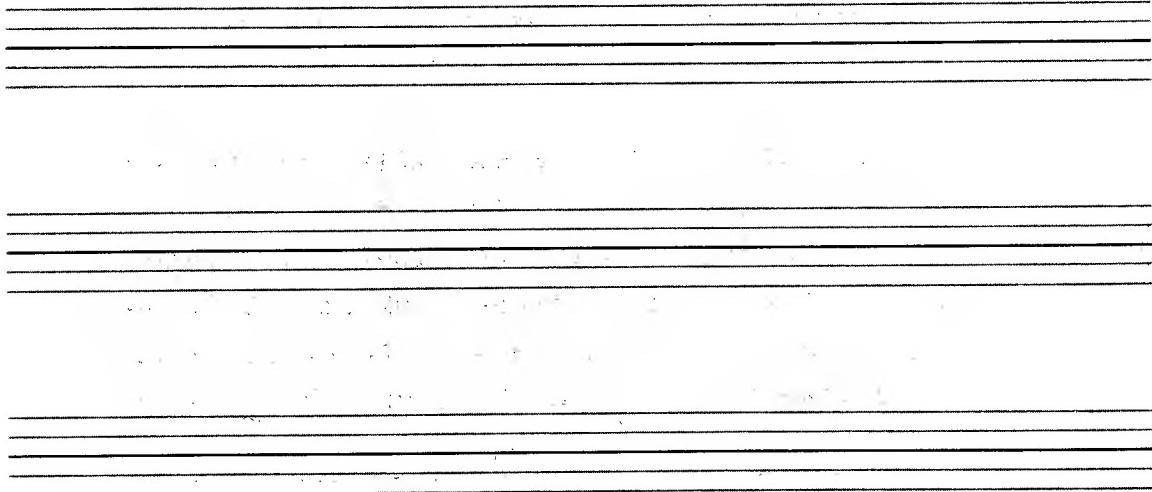
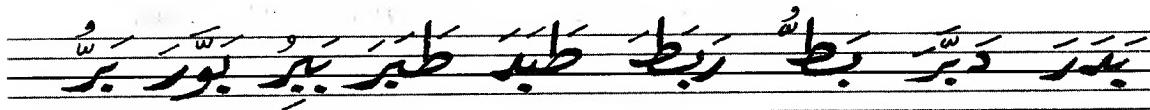


Trace the last three examples of the above sequence.

Now write the word /tabari/ seven times in the set of lines below (one example is given):



Copy the following sequence in each set of blank lines given below. Read each utterance aloud as you write it.



Without consulting the preceding materials, write each of the following utterances two times in the lines below: /baṭṭu/, /ṭabari/, /dabbir/, /rabata/, /birru/, /ṭabada/, /bawwara/, /bardu/, /badara/, /zubdu/, and /babiru/.

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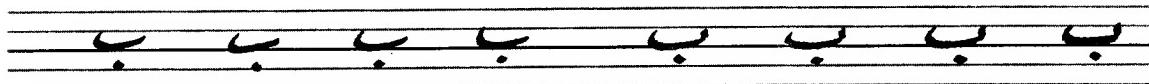
#### Dictation

Your teacher will dictate to you, in an arbitrary sequence, the following utterances. (Remember the special strokes involved when baa' is joined to taa' or daa' and when medial baa' precedes raa' or zaay):

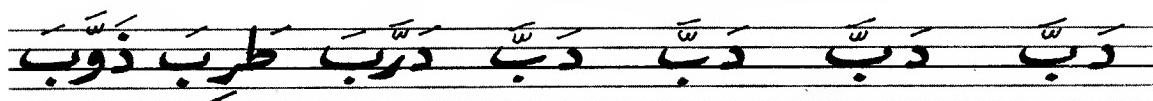
بَرَدْ رَبَرْ طَبَّ طَبَّ طَبَّ طَبَّ

When independent, handwritten baa' is similar to its nasx counterpart and presents no special problems. Writing it consists of (1) making a small downward stroke which lands on the middle line (this stroke is optional, and independent baa' often occurs without it), (2) continuing with a horizontal stroke from right to left on the middle line, (3) making an upward curve which does not rise above the +1 line, and (4) placing a dot at the middle of the letter underneath the long horizontal stroke. Final baa' is written in exactly the same way, except that its first

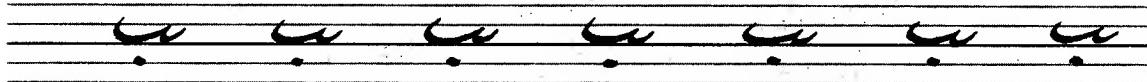
vertical stroke (which is joined to the preceding connector) is slightly inclined to the right; in this position, the vertical stroke is obligatory. Trace each of the following symbols:



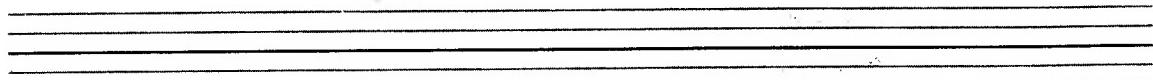
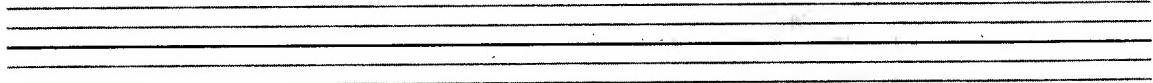
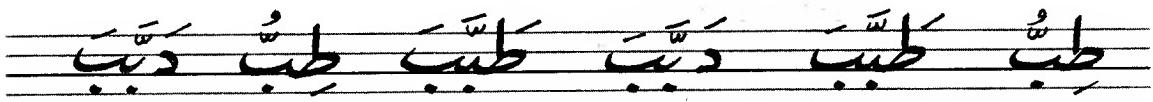
Trace the following utterances:



Now trace the following examples of final baa'.



Copy the following utterances:



Without referring to the preceding materials, write each of the following utterances three times: /tibbu/, /rabbu/, /tariba/, /dabbaba/, /durriba/, /dawwaba/, /darbu/, /tabbaba/.

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#### Dictation

Your teacher will dictate, in varying sequences, the following utterances:

رَبِ طِبْ طَبَّ نَرْبَ نَبَّ نَوْبَ نُرْبَ طَرِبَ

#### The letter "taa'"

The consonant /t/ is represented in Arabic script by the letter taa'. In nasx printing, the letter is identical in every way to the letter baa' except for the number and placement of dots: whereas baa' has one dot underneath the basic stroke, taa' has two dots above it. The basic strokes for initial, medial, final, and independent taa' are identical to the corresponding basic strokes for baa'.

Initial and medial taa', then, have the forms ت and تـ (or ـتـ) respectively.\* Below are examples of initial and medial taa':

ت ت ت ت ت

تـ تـ تـ تـ تـ تـ تـ

Place a circle around each taa' in the following sequences:

ت ف ن ه ق ت ي ب ت ب ن س ب ن ي ي ج ب ف ش  
ت ف ي ت ت ق ض ت ب خ ق ث ت ت ض ق ش ت ن

Read the following words aloud:

تَوَبَ تِبْرُ رَتَبَ تَرَتَبَ وَتَدُ تَوَبَ تَوَتَّرَ

بَوَبَ تَوَبَ بَيْرُ تِبْرُ رَتَبَ رَتَبَ بَرْدُ تَرِدُ

وَسْرُ وَتَرُ تَطَوَّرَ بِطَوْرٍ

تَوَبَ تُوَبَ تَبَ تِبْرُ تَرْبُ تَرَبَ

رَتَبَ رُتَبَ رُتَبَ تَرَتَبَ

تَطَوَّرَ وَتَرُ تُرَدُ تَرِدُ تَرِيدُ

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\*The bridge shape occurs medially before raa' and zaay.

شَرْتُ بَشَرَ بَشَرُ شَرْتُ شَبْ تِبْرُ  
 رَتَبْ رُتَبْ شَرْتُ شَبْ تَرْبُ بِتَرْبِ  
 شَرَّتَبْ تِبْرُ شَرْتُ شَرْدُ وَنَدُ شَدَّبَرَ بَشَرُ رُتَبْ  
 شَوَّتَرْ تَوَتْرُ وَتَرْ شَتْبُ شَوَّبَ تَدِبْ  
 شَدِبْ شَتْرُبُ شُتْرُبُ شَتْرَبْ شُتْرُبُ

Below are some examples of final and independent taa'.

ت ت ت ت ت

Place a circle around each taa' in the following sequence:

ت ب ش ت ق ت ن ش ت ب ن ي ت ض ق ش ت ش ت

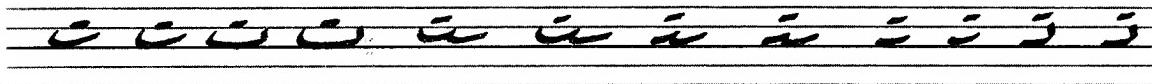
Read the following words aloud:

شَبْتُ	رَبْتُ	رَبَّتَ	بَشَّتَ	بَشَّرَ
شَرَّبْتُ	شَوَّبْتُ	شَتْرَبْ	شَتْبَ	
شَدَّبْتُ	وَرَطْتُ	دَرَبْ	دَرَّبَتْ	
شَدَّدْتُ	بَدَّدْتُ	بَرَدَّتُ	طَوَّرْتُ	زَوْبُ
شَرَّدْتُ	طَرَدْتُ	رَدَّتُ	رُدَّتْ	دَبَّ
شَرَّرْتُ	دَرَّرْتُ	رُرْتُ	وَرَرْتُ	بَرَّتْ

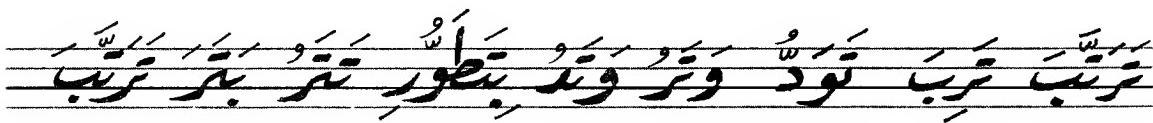
Since you are now acquainted with all the forms of taa', you should be able to read the utterances below.

تَوَّبَ تَرْدُ رَتَّبَ تَرَّقَبَ شَرَّبَ زُرْتِ  
وَرَطَّطْتُ رَيْتُ دَرَّبْتُ دَرَّتُ بَرَّتُ وَدَرْتُ وَدَرْتَ  
وَنَدْ بَرَّ دَبَّتُ رَدَّتُ تَوَّتُ نَطَّوَرْتُ  
تَرِبَ رَبَّتَ تَوَتَّرَ وَتَرُ وَرَطَّتْ دَبَّتُ دُرْتَ

(2) Since the basic stroke of taa' is identical to the basic stroke of baa', there is no need for detailed instructions concerning the writing of taa'. It must be emphasized, however, that there is an important difference between the form of taa' in nasx printing and its form in ruq9a handwriting: printed taa' is rendered with two dots above the basic stroke; handwritten taa' has a small horizontal stroke instead of the two dots. Below are some examples of handwritten taa':



Trace the following utterances:



Place a circle around each θaa' in the following sequences:

ت ش ش ق ق ف ش ق ي ي ف ذ ث س ت س

ب ق ش ي ف ض ش س ي ش ش ب ي ت ت

Read aloud the utterances below:

ثَبَتْ ثُبَّتْ ثَبَتَ ثَبَتَ وَثَبَ وَثَبَتْ نَوْرُ

ثُرْتُ تَرِثُ تَشَبَّتْ ثَرَبَ تَشَرَّبَ دَثَّرَ رَتَّبَ

ثَوْتُ ثَبَتْ شَرْبَرَ شَبَطَ شَرَرَ تَثَبَّتْ دَثَّرَ

بَثَ تَبُثُ رَثَ تَرِثُ وَرِثَ تَرِثُ شَوْبَ

رَثَ تُبُثُ شَبَطَ ثَبَتَ تَثَبَّتْ ثَبَتَ وَرَثَ

بَثَ ثُرَتْ ثُرْتُ وَثَبَ وَثَبَتْ شَرْبَرَ بَتَ

دَرَبَ وَرَثَ تُبَثُ طِبُّ نَوْرُ شَرْبَرُ تَبُثُ

دَثَّرَ بَثَ ثَوْتُ وَثَبَ بَثَّتْ رَثَ شَرْبَرُ

(2) In ruq9a handwriting, the basic stroke of θaa' is identical to that of baa'. In nasx printing, the θaa' has three dots above the basic stroke; in ruq9a handwriting, however, these three dots are replaced by a small curve whose left half slants downward. Trace the following examples of θaa', then copy them in the blank sets of

Write each of the following utterances without looking at any of the preceding materials: /tibrū/, /rattib/, /tawatturu/, /turattibu/, /bitawatturi/, /tabba/, /waddat/, /zurtu/, /warrat/, /rabbata/, /durtu/, /dabbat/, /tirtu/, and /dabbat/.

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#### Dictation

Your teacher will dictate the following utterances in an arbitrary sequence:

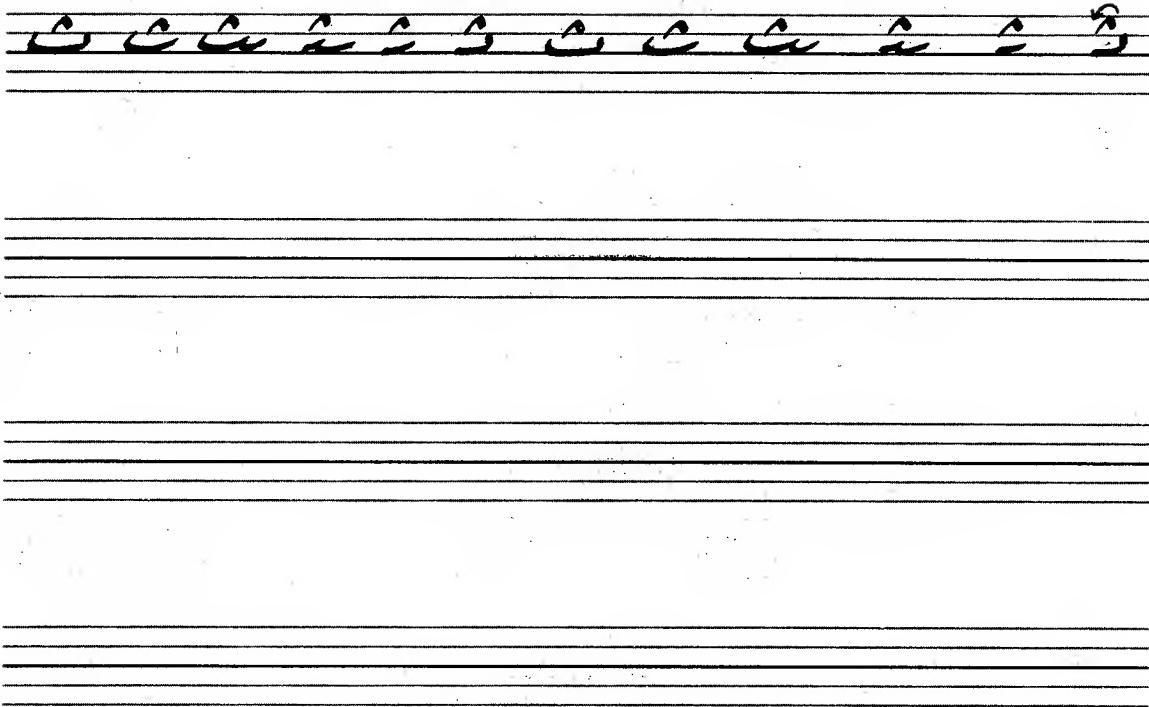
رَتْبَ تِرَبَ تَنَطَّوْرُ تَرْدُ شَرُّ وَتْرُ تَطَوْرَ  
تَرَتْبَ تَرْدُ زُرْتُ تَطَوْرَتْ وَدْتُ ذُرْتَ ذَبَّتْ

#### The letter "θaa'"

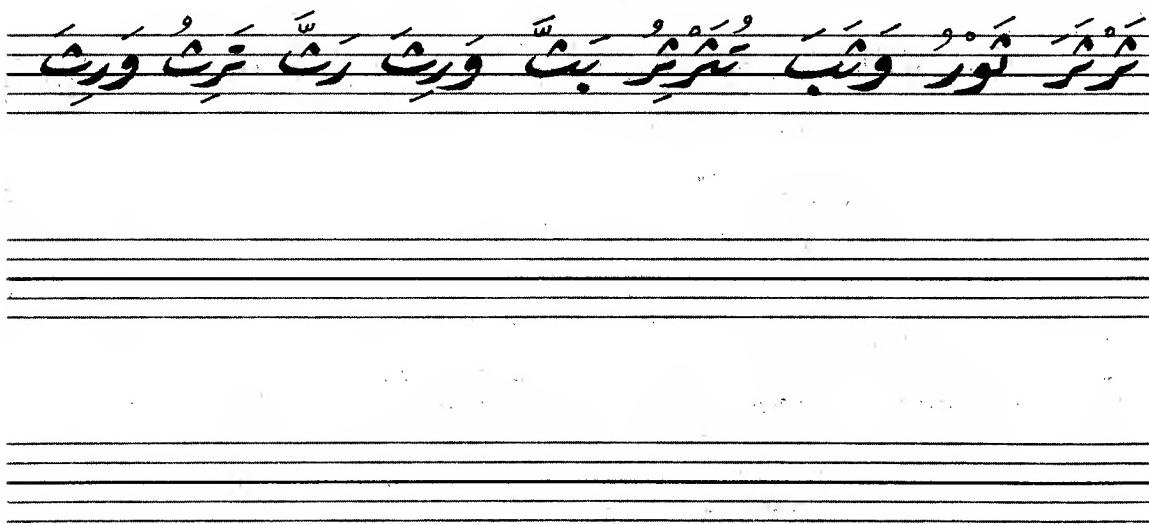
The consonant /θ/ is represented by the connector θaa'. In nasx printing, the basic stroke of θaa' is identical to that of baa' and has three dots above it. The examples below illustrate θaa' in all four positions.

ث ت د ح

lines.



Copy the utterances below in each blank set of lines,  
reading each utterance aloud as you write it:



### The symbols for "tanwiin" (nunation)

The Arabic endings /-un/, /-in/, and /-an/ occur on nunated words. The representation of /-un/ consists of two adjacent damma's written above the last consonant symbol; below are some examples (the utterances, in order, are: /tatarun/, /tardun/, /baṭṭun/, /badwun/, /wirθun/, /θawṛun/, /raddun/, and /ṭarabun/).

تَرَ طَرْ بَطْ بَدْ وَ وَرْ شَفْ رَدْ طَرِبْ

The representation of /-in/ consists of two kasra's (one directly below the other), written in conjunction with the last consonant letter.

تَرِ طَرِ بَطِ بَدِ وَرِ شَفِ رَدِ طَرِبِ

The graphical representation of /-an/ is a special problem since it usually involves the occurrence of alif after the last consonant symbol. Because you are not yet familiar with the letter alif, the representation of /-an/ must be briefly postponed.

(2) The symbols ” and = are the same in ruq9a script as in nasx printing. To produce ” one merely writes two adjacent damma's; to produce = he writes two kasra's, one immediately below the other.

Copy the following utterances in the blank lines, reading each utterance aloud as you write it.

دو ر و ر ت ب د و ق ب ب ط ط ز ب د و و ت ١  
دو ر و ر ت ب د و ق ب ب ط ط ز ب د و و ت ٢

Now copy the following words in the blank sets of lines:

دَوْرٌ وَزْنٌ رَبٌّ بَطٌ طَرِيزٌ بَهْرُ وَتَدٌ

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#### Dictation

Your teacher will dictate, in an arbitrary sequence, the following words:

وَتَدٌ وَزْنٌ فَرْثٌ فَرْثٌ رَبٌّ رَبٌّ تَوْتُرٌ تَوْتُرٌ بَطٌ بَطٌ  
بَهْرٌ بَهْرٌ شَوْرٌ شَوْرٌ شَوْرٌ شَوْرٌ زَرْبٌ زَرْبٌ دُبٌ دُبٌ زَرْرٌ زَرْرٌ

Now copy the following words in the blank sets of lines:

دَوْرٌ وَرْتٌ رَبْتٌ بَرْتٌ وَنْبَطٌ طَرْنَبْرَوْ وَنْدٌ

## Dictation

Your teacher will dictate, in an arbitrary sequence,  
the following words:

وَتَدٌ وَتَدٌ وَرْثٌ وَرْثٌ رَبٌ رَبٌ تَوْتُرٌ تَوْتُرٌ بَطٌ بَطٌ  
بَدٌ وَ بَدٌ وَ شَورٌ شَورٌ دَرْبٌ دَرْبٌ دَبٌ دَبٌ دَرٌ دَرٌ نَرٌ

### The symbols for "tanwiin" (nunation)

The Arabic endings /-un/, /-in/, and /-an/ occur on uninflected words. The representation of /-un/ consists of two adjacent damma's written above the last consonant symbol; below are some examples (the utterances, in order, are: /tatarun/, /tardun/, /batṭun/, /badwun/, /wirθun/, /θawrun/, /raddun/, and /tarabun/).

تَرْتَ طَرْدُ بَطْ بَدْ وَ وَرْثُ شَوْ رَدْ طَرْبُ

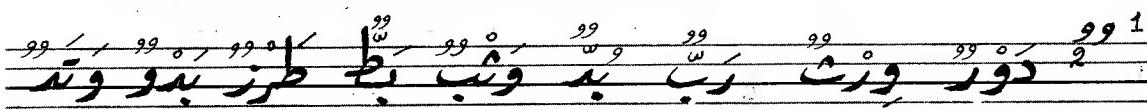
The representation of /-in/ consists of two kasra's (one directly below the other), written in conjunction with the last consonant letter.

تَرَ طَرِّ بَطِّ بَدْ وَوْثٌ شَورٌ رَّدْ طَرَبٌ

The graphical representation of /-an/ is a special problem since it usually involves the occurrence of alif after the last consonant symbol. Because you are not yet familiar with the letter alif, the representation of /-an/ must be briefly postponed.

(2) The symbols " and = are the same in ruq'a script as in nasخ printing. To produce " one merely writes two adjacent damma's; to produce = he writes two kasra's, one immediately below the other.

Copy the following utterances in the blank lines,  
reading each utterance aloud as you write it.



### The letter "faa' "

(1) The consonant /f/ is represented by the connector faa'. Initial faa' is ف ; medial faa' is the same as initial faa' but is joined from behind, and thus appears as فـ . Independent faa' is فـ ; final faa' is the same as independent faa' is joined from behind: فـ .

Study the following symbols:

ف ف ف ف ف ف

ف ف ف ف ف ف

Place a circle around each faa' in the following sequences:

ف ق ن ف ض ف ص ق ض ف و ف و ف ق ن ف  
ف ف ض ن ف ف ط ن ف و ق ف ن س  
ف ب ب ظ ت ف ق ف ن ت ف ظ ض ف ق ض  
س ف ن ف ف ف ف ض ف ق ن ف ت  
ف ت ب ق ن ف ف ف ن ف

Read aloud the following Arabic words which provide drill on initial faa':

فَرَّ فَدْ فَرْدْ فُرَزْ فُرْطَ قُرْطَ

فَوَتْ فَرَوْ فَزْ فُطْرَ فُطْرْ فَظْ فَوْزْ

دَفْتَرْ رَفَدْ رَفْدْ وَفَدْ وَفَرْ فَرْ

Read aloud the following words which provide drill on medial faa':

تُغْرِدْ تَغْرَدْ تَغِرْزْ تُغْرِزْ تَغْرِّطْ  
تَغْطِرْ تَغْطِّرْ بِغَرِيرْ بِغَرِّيرْ تَفِدْ تَفْتَتْ  
طَفَتْ طُفتْ ظَفَرْ بِظَفِيرْ بِقَوْزِ بِقَوْرِ

Read aloud the following words which provide drill on faa' in both initial and medial positions:

فَرْدْ تَغْرَدْ فَرْ تَغِرْزْ قَوْزِ وَقْدْ تَفِدْ وَقْرَ  
طَفَتْ فَطْ قَوْزْ بِقَوْزِ ظَفَرْ ظَفِيرْ وَقْدْ تَغْرَدْ فَرَطْ

Read aloud the following words which provide drill on final faa':

تُفِّ تُفْ طَفَّافْ وُظَفَ تَوَظَّفَ دَبَّابْ  
وَطَفَ وَطَفَ طَفَ وَطَفْ طَفَّافْ تَتِفْ رَبَّاتْ

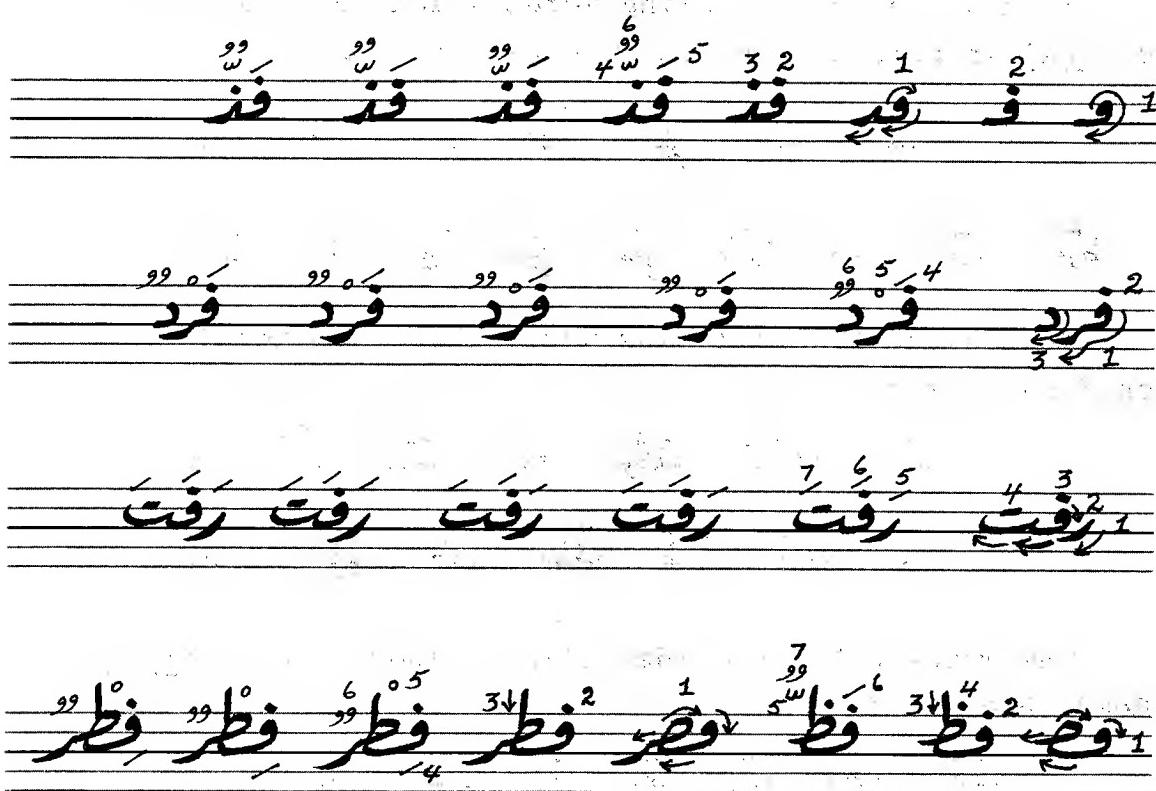
The words below provide drill on independent faa'. Read them aloud.

دَفْ رِدْفُ رَدَفَ رَفِّ رَفِّ رَفِّ رَفِّ رَفِّ رَفِّ  
طَرَفْ طَرَفِيْ تَطَرَّفَ تَطَرَّفِيْ طَرَفْ طَوَافْ زَفْ

Now you should be able to read the following words which illustrate faa' in all positions.

قَرْدْ فَدْ وَقَرْ دَفْتَرْ تَفِدْ طُفتْ ظَفَرْ بِقَوْزِ وَظَفَ  
تُفِّ طَفَّافْ تَوَظَّفَ طَرَفْ طَرَفِ دَفْ رَفْ فَرْ تَفَتَتْ  
وَطَفَ طَوَافْ زَفْ تَطَرَّفَ رَفْدْ وَقْدْ طَفَّافْ فِطْرْ فَتَرْ

(2) The faa' of ruqqa script resembles that of the nasx style. Writing initial faa' consists of making a small, clockwise circle between the middle line and the +1 line (the circle is usually but not necessarily filled in). The stroke which closes the circle continues descending until it rests on the middle line where it turns to the left and joins with the next letter. After the whole connected sequence has been written, a dot is put above the circle of faa'. Study the examples below:



Trace the last three words in each of the above sequences.

Copy the words below in the blank lines, reading each word aloud as you write it.

وَفَرَ فَرَ فَلَّ فَطَرَ فَذَ فَوْزَ رَفَتَ وَفَدَ

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Medial faa' consists of a small oblong circle which is slightly inclined to the right and which is not filled in. Unlike the initial shape, the medial form of faa' does not have a "neck". Study the examples below.

لَهُمْ تَفَرَّقُ تَفَرَّقُ طَفَرَ طَفَرَ طَفَرَ طَفَرَ

حَقِيقٌ طَفَتْ طَفَتْ طَفَتْ طَفَتْ طَفَتْ طَفَتْ

حَقِيقٌ تَفَطَّرَ تَفَطَّرَ تَفَطَّرَ تَفَطَّرَ تَفَطَّرَ

Trace the last four words in each of the above sequences.

Notice that medial faa' differs from the circle of medial taa' in two respects: the former is smaller and its base rests on the middle line.

Copy the following words in the blank lines:

تَفْرُّقٌ طَفْرٌ تَفْرِيدٌ تَفْقِيدٌ طَافِعٌ تَفْكِيرٌ بَغْوَازٌ

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Write the following words in Arabic script, without looking at the preceding pages: /wafdun/, /tafidu/, /farra/, /tafirru/, /fitrun/, /bifitrin/, /fawzin/, and /tafat/.

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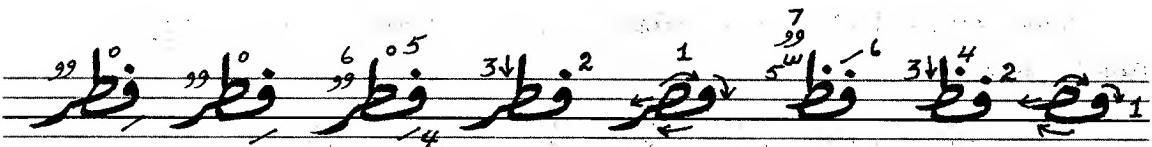
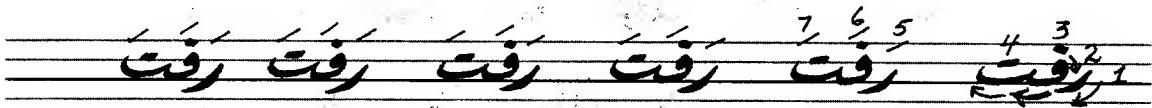
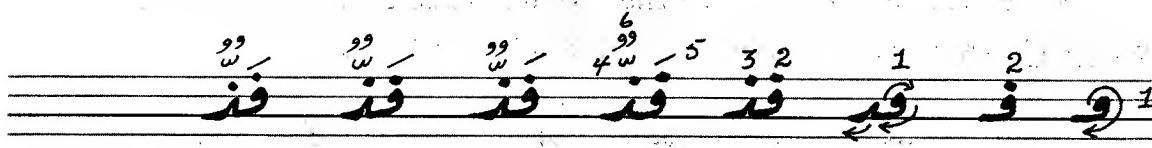
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(2) The faa' of ruq9a script resembles that of the nasx style. Writing initial faa' consists of making a small, clockwise circle between the middle line and the +1 line (the circle is usually but not necessarily filled in). The stroke which closes the circle continues descending until it rests on the middle line where it turns to the left and joins with the next letter. After the whole connected sequence has been written, a dot is put above the circle of faa'. Study the examples below:



Trace the last three words in each of the above sequences.

Copy the words below in the blank lines, reading each word aloud as you write it.

وَفَرَ فَرَ فَنْطَهُ فَنْطَهُ فَوْزُ رَفَتْ وَفَرَ

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Medial faa' consists of a small oblong circle which is slightly inclined to the right and which is not filled in. Unlike the initial shape, the medial form of faa' does not have a "neck". Study the examples below.

لَهَمْهَ تَفَرَّ طَفَرَ طَفَرَ طَفَرَ طَفَرَ طَفَرَ

طَفَتْ طَفَتْ طَفَتْ طَفَتْ طَفَتْ طَفَتْ طَفَتْ

لَهَمْهَ تَفَلَّ طَفَلَ طَفَلَ طَفَلَ طَفَلَ طَفَلَ طَفَلَ

Trace the last four words in each of the above sequences.

Notice that medial faa' differs from the circle of medial taa' in two respects: the former is smaller and its base rests on the middle line.

Copy the following words in the blank lines:

بفُوزٍ بفَضْلٍ تَفَقَّهْتَ طَفْرٌ طَفْرٌ

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Write the following words in Arabic script, without looking at the preceding pages: /wafdu/, /tafidu/, /farra/, /tafirru/, /fitrun/, /bifitrin/, /fawzin/, and /tafat/.

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Notice that medial faa' differs from the circle of medial taa' in two respects: the former is smaller and its base rests on the middle line.

Copy the following words in the blank lines:

تَفْرُّ طَفْرٌ تَفْرُّ تَفْقَتْ طَفْتَ تَفْعَلْ بِفَوْزٍ

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Write the following words in Arabic script, without looking at the preceding pages: /wafdun/, /tafidu/, /farra/, /tafirru/, /fitrun/, /bifitrin/, /fawzin/, and /ṭafat/.

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## Dictation

Your teacher will dictate, in an arbitrary sequence, the following words.

وَقَدْ قَرُّ بِغِطْرٍ طَفْرٍ طَفْتْ قَطْرٌ قَرْوٌ رَقَدْ تَوَقَرْ رَفَرْ فَطْرٍ

The flourished form is used for both final and independent faa'. For flourished faa', the horizontal line after the circle extends to the left and ends with a small upward stroke. The circle of final faa' is identical to that of medial faa'; on the other hand, the circle of independent faa' is identical to that of initial faa'.

Study the examples below, then trace the last six letters of the first line, the last four words of the second line, and the last five words of the third line.

ف ف ف ف ف ف

ف و ح ف و ط ف و ط ف

ف ر ف ف ط ف ط ف د ف ت ز ف

Copy the following words in each blank set of lines:

طَفْ طَفْ طَفْ طَفْ

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Copy the following words in each blank set of lines:

ذَرْ ذَرْ ذَرْ ذَرْ ذَرْ

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Study the symbols below.

ك ك ك ك ك ك  
ك ك ك ك ك ك

Circle each kaaf in the following sequences:

ك ل لا ك ل ت ك د ط ت د ل ل ك لء ك  
ط ل ن ز ك لء ك ح ك ن ز يء ل ا ل يء ا ي ر  
ك ك ل ل ا ك ل ك ح لء ك ك ت ك لء ك

Read aloud the words of the following exercises:

Exercise 1

كَرَّ كَرُّ كَتْرُ كُفْرُ وَكَفَرَ كَتَبَ وَكُتُبٌ ذَكَرَ  
كَتْفَ كَتِفٌ كَدْ كَدِيدُ كَبَدَ كَبُرَ كَبَرَ ذَكَرَ  
كَرَثَ كَرْثُ كَدَبَ كَدِيبُ كَظَّ كَظَّ كَفَرَ كَفَرَ كَرِبٌ

Exercise 2

وَكَبُرَ كَرَّ كَفَرَ كَدَبَ كَفَ كَتَبَ كَبَدَ كَتْفَ ذَكَرَ  
كَتَبَ كَتَبْتُ كَرُوُ كَنَفَ كَرَ كَفَرَ كَنَفَ كَبَرَ وَكَدَ  
وَكَدَبَ كَدَ كَبَرَ كَتَبَ كَتِبَ كَدَرَ وَكَرَ كَفَرَ كَبَ

Exercise 3

تَكَدِّرْ تَكَرَرْ تَكُرْ فَكَرْ تُكَذِّبْ تَكْذِبْ تَكْبِرْ  
 تُكَبِّرْ تَكَبِّرْ تَكْتُبْ تَكْتَبْ بِتَفْكِيرْ بَكْرْ بَكْرْ تَكْفُ  
 تَكْبَرْتْ تَكَرْرْ بَكَرْ بِكَرْ تَكْتُبْ تَكَبْ تَكْبِرْ تَكْبِرْتْ

Exercise 4

تُكَثِّرْ تُكَدِّرْ تُكَرِّرْ فَكَرْتْ تَكَدِّرْ بَكْرْ تَكَنَّفْ تَكُرْ  
 تُفَكِّرْ تَكْبُ تَكْظِيْ تَكْرِزْ تَكْتُبْ تَكْذِبْ تَكَرَرْ  
 تَكْبِرْ تَكْفِتْ بِكْفِيرْ تَكْتُبْ تَكَثَّفْ تُكَذِّبْ كُفِيرْ تَكْدِرْ

Exercise 5

فَكْ فَكِيْ تَكْ تَكُ بِكِ رَبِّكِ رَبَّكِ  
 رَفِكِ رَفَكِ دَفِكِ دَفَكِ رَبِّكِ دَرَبِكِ دَرَبَكِ  
 بَطِكِ بَطِّكِ دَرْبِكِ دَرْبَكِ كَبِبَكِ

Exercise 6

رَبِّكِ رَبْطِكِ رَفِكِ دَرَبِكِ كَبِبَكِ  
 بِكِبِّكِ كَبِبَكِ رُتْبَكِ دَرَبَكِ دَرْبَكِ تُفُوكِ  
 رَبِّكِ كَبِبَكِ بَطِكِ كَفِكِ تُكَذِّبَكِ كَذِبَكِ

### Exercise 7

ذَكَّ ذَكِّ تَرَكٌ تَرَكٍ طَرَدَكَ طَرَدَكَ وُدُّكَ  
 فَرَكَ بَرَكَ كُفْرَكَ كَفَرَكَ كَدْكَ كَدْكَ رُزْكَ رُزْكَ  
 دُرْكَ وُدَّكَ تَرْكُ تُرَكَ كَدْكَ كَدْكَ كَمْكَ

### Exercise 8

كُفْرَكَ كَبْدَكَ تَتْرُكُ كُفْرَكَ بَرَقَ وَفْتَرَكَ  
 بِكْرَكَ تَرْكَتُكَ طَرْدَكَ رَدْكَ بِدَفْتَرَكَ تُدَكْرُكَ وُدَّكَ  
 تَرْكُ بِكْرَكَ كُفْرَكَ تُكْفَرَكَ طَرَدَكَ كَدْكَ بِوَدَّكَ

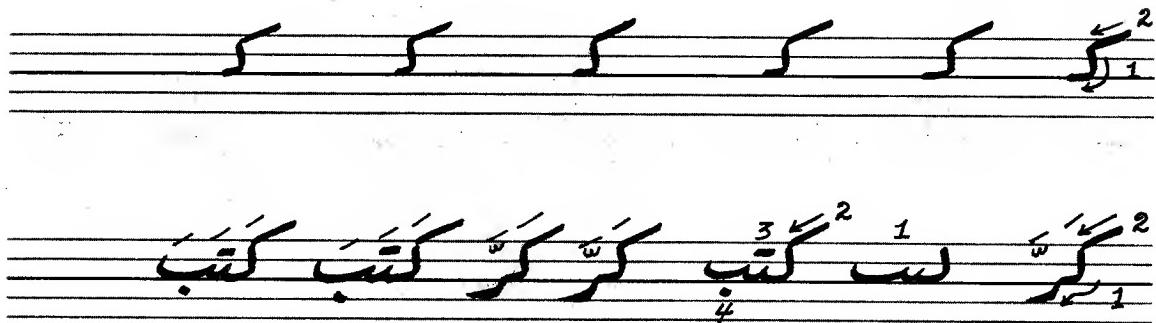
### Exercise 9

كَتَبَ تَكْتُبَ فَكَ وُدَّكَ تَكْذِبُ رَبْكَ بَكْتَكَ  
 كَفَرَدِ بِكْرُو كَبْدَكَ تَكْبُرُ دَرْبُكَ رَقَكَ كَدْكَ كَرَرَ  
 وَكْتَبَ تَكْبُرُ دَفْتَرَكَ كَبَطِ طَرْدَكَ كَذَبَكَ تَدَكْرُو

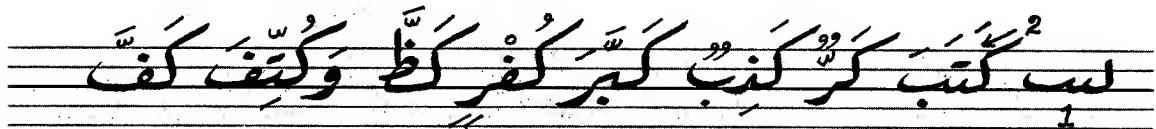
(2) The shapes of kaaf in ruq9a handwriting are considerably different from the corresponding shapes in nasx printing. However, as in nasx printing, the kaaf of ruq9a script has only two forms: The first occurs in initial and medial positions, while the other occurs in final position and independently.

The writing of initial kaaf requires two separate strokes: the first is a vertical line (often slightly inclined to the left) which extends from the +2 line to the middle line and which then continues horizontally to

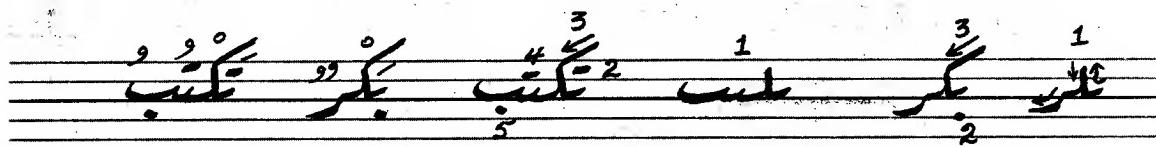
the left until it joins the following letter. After the whole connected sequence has been written, the slanting second stroke is written diagonally in the manner shown below:



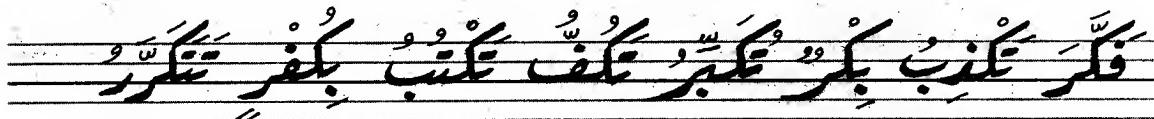
Trace the following examples, then copy them in the blank sets of lines:

This section contains a large number of blank five-line ruled lines, intended for the student to practice tracing the handwriting examples shown above.

Medial kaaf is similar to initial kaaf except that its vertical stroke is usually perpendicular. The vertical stroke is written upward, then traced from top to bottom without lifting the pen from the paper. Study the examples below and trace the last two words of the sequence.



Copy the following sequence in each blank set of lines.



Write each of the following utterances three times in

the blank sets of lines: /tuktabu/, /dakkara/, /tukabbiru/, /kaddabta/, /bikufrin/, /katifun/, /kadدا/, and /takubbu/.



### Dictation

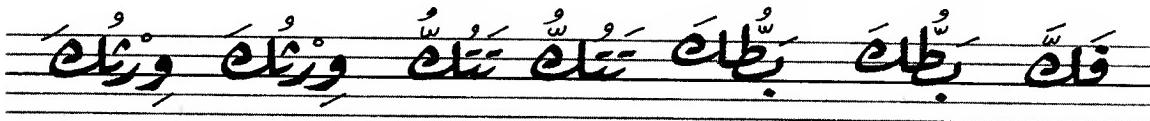
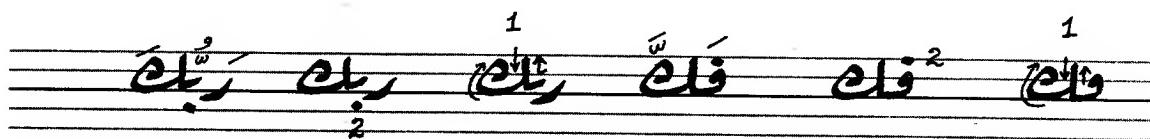
Your teacher will dictate, in an arbitrary sequence, the following words:

بْكُّوْ كَذَبَ كَفَ تُكَبِّرُ ذَرْتُ شُكْفُ تَسْكَرُ كُتُبٌ كَطْتُ  
تَكْنُوبُ كَفَ كَفَ كَبِيرٌ كُتْبَتْ كَيدُ تَكْرُبُ فَكَرْتُ تَكَفَ كَيْفُ

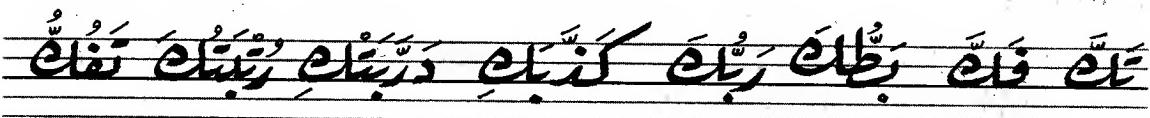
Unlike the initial and the medial shapes, the final and the independent forms of kaaf do not involve strokes which are written separately. When writing final kaaf, one continues from the preceding connector and makes an upward perpendicular stroke (approximately as high as the vertical line of initial and medial kaaf). Without lifting the pen from the paper, one then traces the perpendic-

ular stroke downward, continues horizontally on the middle line (moving from right to left) and finishes the letter with a small upward curve followed by a clockwise stroke which resembles the letter daal. Independent kaaf begins on the +2 line and then takes on the same flourished form as final kaaf.

Study the following examples which illustrate final kaaf:



Trace the second of the above sequences, then copy the following words in the blank lines.



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Trace the following examples of independent kaaf:

ل ل ل د ل ح ك ل ح ط ر د ل ح ع ر ل ح

Copy the following words in the blank lines:

بْكَرَهُ دَفْرُكَ كَرَهُ رِزْكَهُ طَرْدُكَ شَرْكَهُ كَفْرُكَ

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Now write the following utterances in Arabic script:  
/tadukku/, /fakka/, /daffatuki/, /tufarriku/, /raddaki/,  
/kaddabaka/, /waddiki/, /daftarakha/, /tatraku/, /ruzziki/,

/takka/, /duffuka/, /dar̥rabaki/, and /taradaka/.

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### Dictation

Your teacher will dictate, in an arbitrary sequence, the following words:

كَرَّ تَكْبُرُ فَكَ وَدُكَ تَكْدُ كَيْدُ بَطْكَ دَرِيكَ  
طَرَدَكَ فَرَكَ تَكْتُبُ كَبَ كُتُبَكَ كَفَرَكَ تَكْبُرَكَ

### The letter "alif" as representation of vowel length

The non-connector alif represents vowel length when preceded by a single fatHa.\* The letter alif consists

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\*As will be seen later, two fatHa's and a following alif represent the ending /-an/ which occurs on accusative nuna-

(2) The form of alif in ruq9a script is similar to its form in naskh printing. When not preceded by a connector, alif is written as a downward vertical stroke which lands on the middle line. When connected to a preceding letter, alif is a vertical stroke which is written upwards. Study and trace the examples below.

ذالع ذالع زاد زاد زاد زاد

باز بار طار طار طار طار

Copy the following sequences in the blank lines:

ذالع ذاب توارف زارت ترالع واد فرا توارد

باز طارت عارا بارع فار بازارات ظافر كتابج

Write each of the following utterances once in the blank lines: /tar̄aaka/, /daaka/, /θuwwaarun/, /turidaa/, /ṭaaraa/, /badaa/, /baazaaraatun/, /fakkaraa/, /waddaa/, /zaarat/, /daa/, /kaffaraa/, /waadin/, /raawin/, /raddaa/, /waaθibun/, /ṭaaridun/, /kabbaraa/, /tar̄aki/, /θaabtin/, /baabun/, and /taraabaṭaa/.

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#### Dictation

Your teacher will dictate the following words in whatever order he chooses:

ثوارٌ ترابطٌ تواقدٌ قرداً طاركٌ ظافرٌ  
ثارٌ بردٌ بازارٌ باشٌ زادٌ كتابٌ بابٌ

## Review

(a) Practise reading the following items until you can recognize them easily.

بَابٌ بَابِ كِتَابٌ كِتَابِ  
كِتَابُ وَدْ فُتْرُ \* كِتَابُ وَدْ فُتْرُ  
زَاكَ بَابٌ ، وَزَاكَ كِتَابٌ ، وَزَاكَ دَفْتَرٌ

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are the same as the items of exercise (a).

بَابٌ بَابِ كِتَابٌ كِتَابِ  
كِتَابُ وَدْ فُتْرُ \* كِتَابُ وَدْ فُتْرُ  
زَاكَ بَابٌ ، وَزَاكَ كِتَابٌ ، وَزَاكَ دَفْتَرٌ

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

### The function of "alif" in representing tanwiin

The endings /-un/, /-in/, and /-an/ occur on nunaed words. You have already learned that the endings /-un/ and /-in/ are represented respectively by two damma's and two kasra's written in conjunction with the last consonant letter.

The ending /-an/ is represented by two fatHa's which are written over the final consonant letter and which are

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\*Notice that the conjunction وَ and the following form are always written as one word. The conjunction وَ never occurs at the end of the line without a following form.

usually followed by an alif.\* For example, the words /baarid/ 'cold' and /θaabit/ 'firm' would be بَارِدٌ and ثَابِتٌ in the nominative case; in the genitive case they would be بَارِدٍ and ثَابِتٍ; in the accusative case, however, they would be بَارِدًا and ثَابِتًا.

Writing an alif after the two fatHa's reflects the pronunciation of ancient Arabs (who developed the writing system): in that pronunciation, the /-an/ of accusative nunaleted words was usually replaced by /-aa/ before a pause (most modern speakers, on the other hand, retain the suffix /-an/ in that position).

Read aloud the following sequences:

بَارِدًا ثَابِتًا طَرِيدًا كُفْرًا بَابًا بَطْلًا كِتَابًا كُتُبًا رُزْبًا بَوَابًا  
رَبِّا كَفَّا رَافِدًا فَدَّا رَبْطًا رَبَطًا ظَافِرًا بَشَّا بَشَّا وَارِدًا  
كَرْبَلَا رَدَّا تَوْفِرًا طَارِدًا فَارَّا كُفَّرًا بُدَّا رَثَّا ثُورَّا دَفَّا

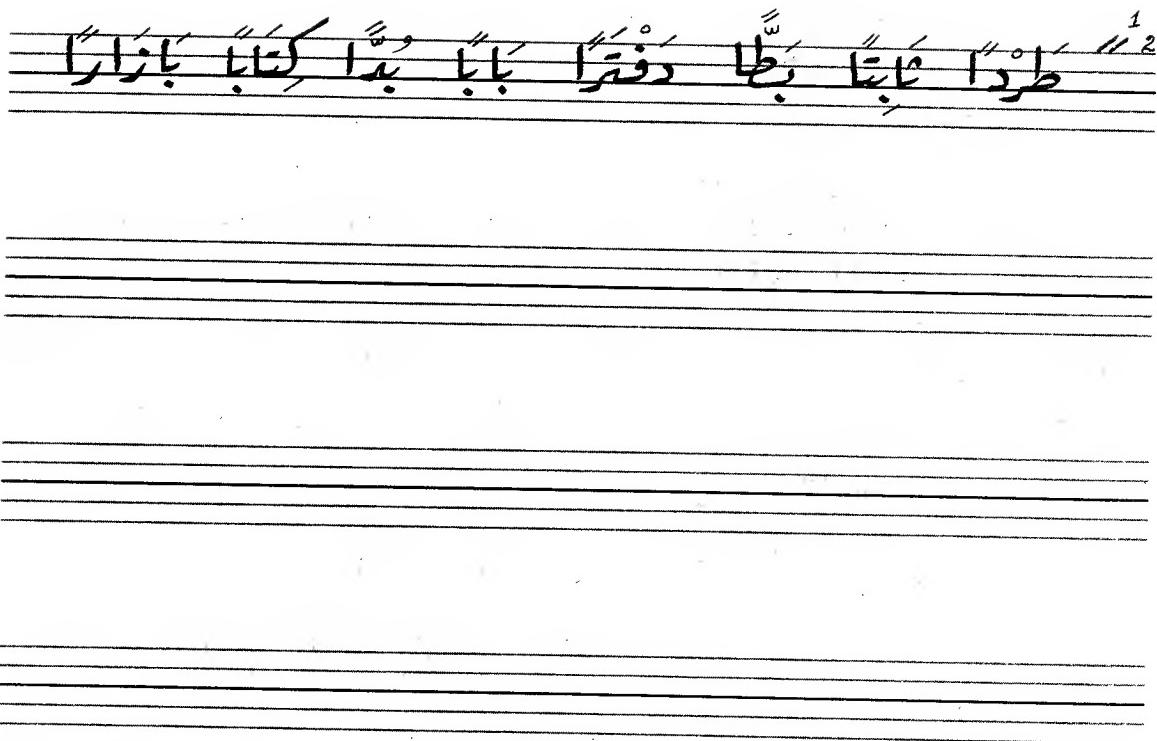
Copy the following sequences in each blank set of

\*The alif does not occur:

- (1) After a taa' marbuuta.
- (2) After a hamza which follows an alif or one whose chair is an alif.
- (3) When /-an/ is a replacement for /-ayun/, /-ayan/, or /-ayin/.

At this point, none of the above exceptions can be discussed or illustrated.

lines:



## Dictation

Write the following words as your teacher dictates them to you:

بَابًا طَرْدًا ثُوَّارًا كَبَدًا ثَابِتًا تَفْتَرًا تَزْبَأ  
كَدًا بَطْأا بِكْرًا فَارًا رُزَّأَا وَدًا رَبَّأَا كَفَأَا

The letter "kaaf" before vertical strokes

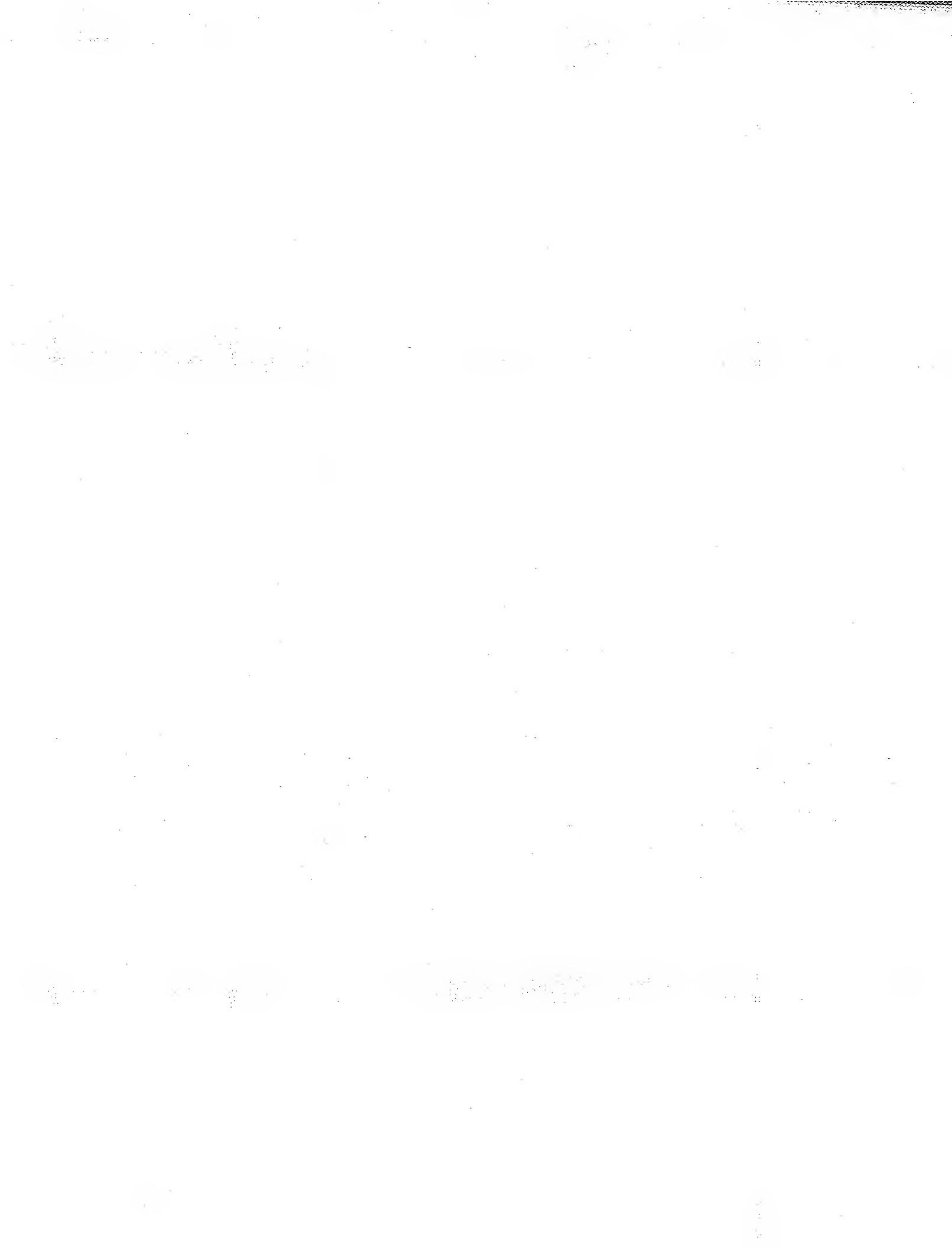
In nasx printing, there is nothing unusual about an initial or a medial kaaf which precedes a vertical stroke. Read the examples below.

كَاتِبٌ كَافِرٌ طَافِرٌ ظَافِرٌ كَادِبٌ كَارِثٌ طَارِثٌ تَكَاثُبٌ تَتَكَاثُبٌ فَكَكَيْتَابٌ كَكْرَاتٍ كَكْفُرٌ كَكْذِبٌ كَاتِبٌ تَكَاثُبٌ تُطَارِدُ تُكَارِدُ

In ruq9a script, however, there is a special way of writing an initial or a medial kaaf which precedes a vertical stroke. In this context, kaaf consists of two distinct parts: the first is a clockwise semi-circle which is closed by the upward vertical stroke of the following letter; the second is a downward slanting line which lands where the top of the semi-circle meets the vertical stroke. Study the examples below.

Study and trace the following sequences:

Copy the following sequence in the blank set of lines:



Write each of the following words twice in the blank lines below: /kaatibun/, /kaadibun/, /takaataba/, /kaafirun/, /taafirun/, /kaafiran/, /tuṭaaridu/, /kataba/, /kaatibin/, /takaatabaa/, /kakitaabin/, /kakuraatin/, and /fakkaka/.

A set of horizontal lines for handwriting practice, consisting of five pairs of lines. Each pair includes a solid top line, a dashed midline, and a solid bottom line.

When the second of two consecutive kaaf's is followed by a vertical stroke, the second kaaf is combined with the vertical stroke in the manner explained above, but the first kaaf does not have a semi-circular stroke.

Study and trace the examples below.

كَاتِبٌ كَاتِبٌ كَاتِبٌ كَاتِبٌ

كَافِرٌ كَافِرٌ كَافِرٌ كَافِرٌ

كَاذِبٌ كَاذِبٌ كَاذِبٌ كَاذِبٌ

Copy the above words in the blank sets of lines.

Blank sets of lines for copying the words.

The letter "laam"

(1) The consonant /l/ is represented by a connector called laam. In nasx printing, laam has two shapes: ل and لـ. The first shape occurs initially and medially, while the second one occurs finally and independently.

Study the examples below.

ل ل ت ل ل ل ل ل ل ل ل

Laam in initial and medial positions, then, is nothing more than a vertical line followed by a short horizontal line. The flourished form of laam, however, contains a semi-circular stroke at the bottom. The horizontal part of flourished laam is more curved than that of flourished kaaf; besides, the horizontal part of laam falls below the middle line whereas that of kaaf does not. Notice also that flourished laam does not have the symbol  which flourished kaaf has. In the two lines below, place a circle around each laam:

ل ك ل ك ل ك ك ل ك ط ل ك

ك ك ل ل ك ك ل ك ك ت

Read aloud the following two exercises in which initial laam occurs.

Exercise 1

لَبْ كَبْ كَدْ لَذْ لَبْ لِبَتْ لَفْ كَفْ لَوْ طَالَبْ  
وَلَوْ لَزَبْ لَبَطْ رَلَفْ لَكْ لَكِ وَلَدْ وَكَدْ زَلَفْ زَلَفَا

Exercise 2

لَبْ لُبَابِ لَطْفَ كَتَبْ دَالِفِ وَالِدَا وَلَدْ وَابِ لَوَّهَ  
 لَوْكْ لُبَادْ بِكَارِ لَكَ طَوَافَا لَبِسْتُ لَرَبَ وَلَثْ كَذَبَ  
 دَلْنَا لَكَرَ لَوْزَا كَفْتُ قَالِثَ لَبِسْتَ كَبَتْ لَغَظَ لَبَا ذَاقَ دَلَكَ وَلَثْ

Medial laam differs from initial laam only in that the former is joined from behind. Read aloud the following two exercises in which medial laam occurs:

Exercise 3

تَلِفَ تَلَفُّ طَلَبَ طَابَ تَلِدُ تَلَدُّ تَلْزُبَ ثَلَثَ ثَكَبَ بَلِدِ بَابِ  
 كَجَتْ فَلَتْ فَاتَ فَلَوْ فَلَكْ كَبُّ تِلَكَ كَلَفَ كَلْفُ كَبُّ كَبَا

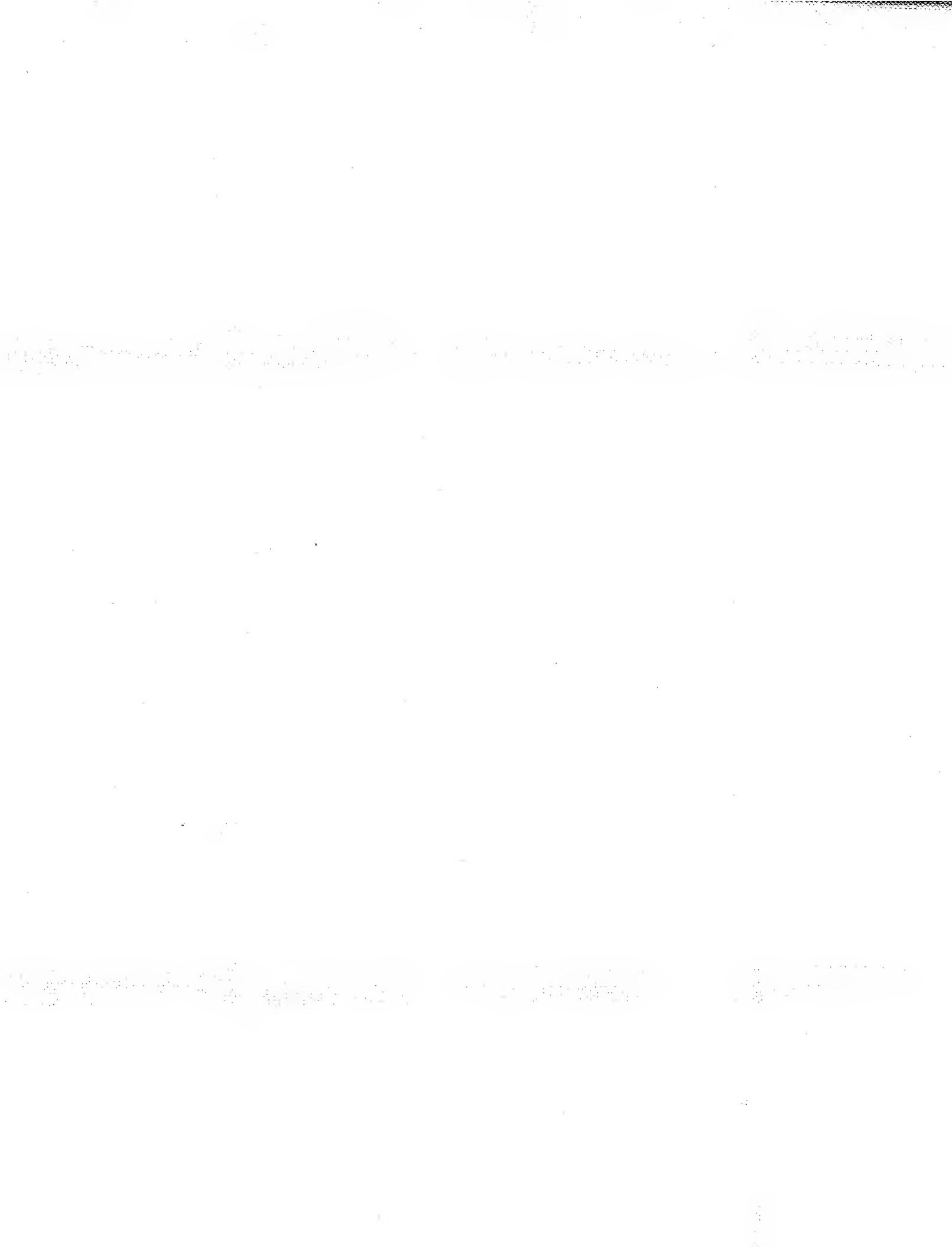
Exercise 4

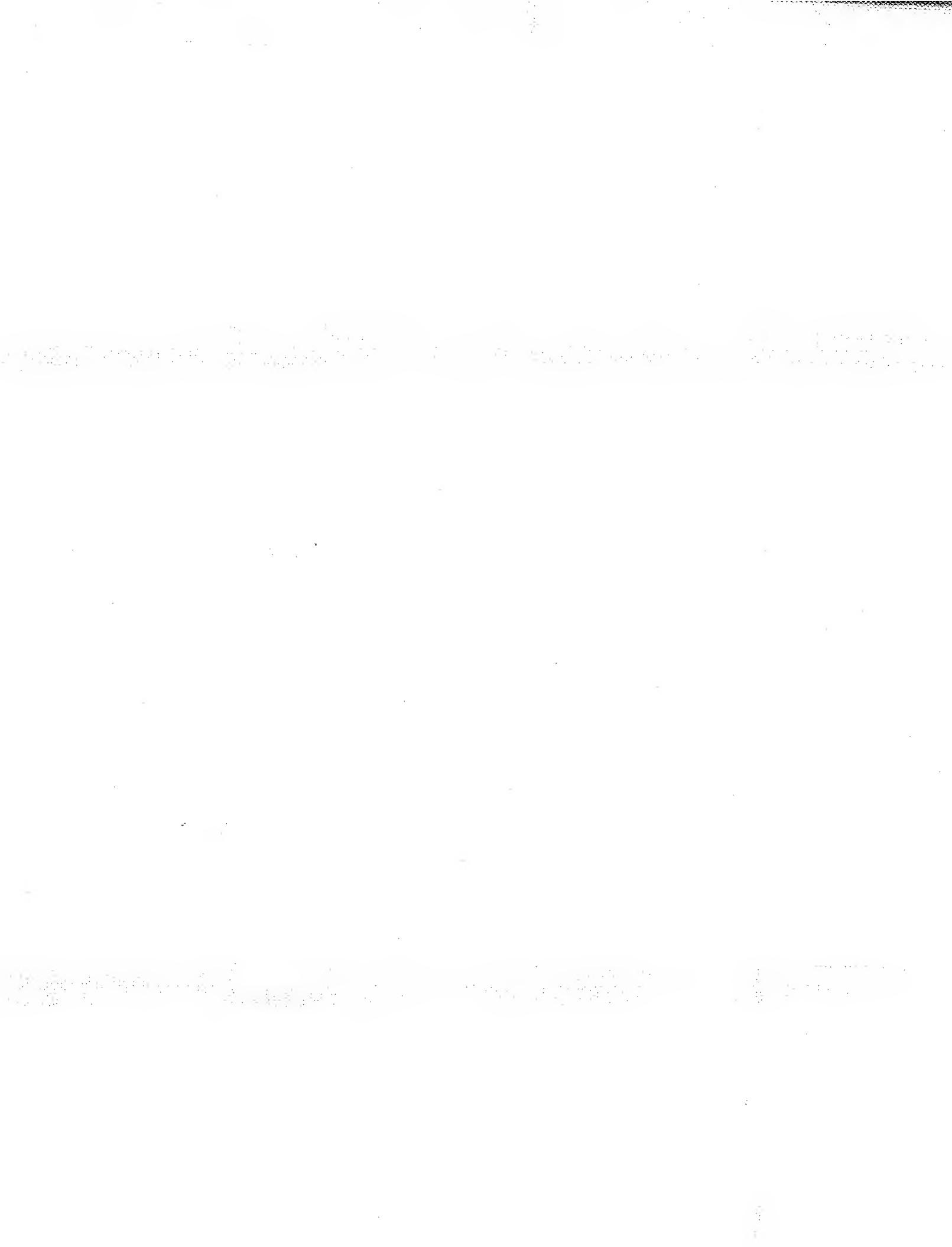
لَبَلَبَ تُلَبِّبُ تَلَفُّتْ تَكَفَ تَتَكَّفُ تَلَطَّفَ تَتَلَطَّفُ  
 تَلْبُثُ تَكِبُتْ تَلَوَّتْ تَكْبُرُ كَبُّ كَلَثُ كَافُ بَلْبَثُ  
 كَلَفَ تَلَطَّفَ بِلْطُفِ تَلَبَّثَ تَلَبَّثُ تَلَوَّرَ تَكَوَّرَ تَكَلَّفَ بَلَثُ بَاتْ

Now read the following four exercises in which final and independent laam occur.

Exercise 5

بَلْ بِكَ تَلْ طَلْ ظَلَّ ظَلْ فُلْ كُلْ فَكْ  
 كَفَلَ كَلَلَ فَكَ كُلَّ كَلِلَ كَكَ طِفَلِ بَابِلُ بَابِكَ





Exercise 6

شِكْلٌ تِلْكَ تُطِلْ تَبَلَّكَ بِكْلٌ بِكْلٌ رَطْلُ تَكَفَلَ تَلْ تَطَلْ تَطَّلَ  
تَكَلَّكَ طَلَّ رَلِيلِ بَطَلْ تَفَلَ بَلْ كَلْ كُلِّ تُطِلْ تَبَلَّكَ تَكَلَّكَ

Exercise 7

رَلَّ بَدَلَ بَدَلَ طَلَّ طَالَ كَالَ كَلَ رَلَّ وَالِ  
بَالِ بَاكِ تَدُلُ تَدُكُ تُدِلُّ ذَاكَ بَدَالِ تَبَدَّلِ

Exercise 8

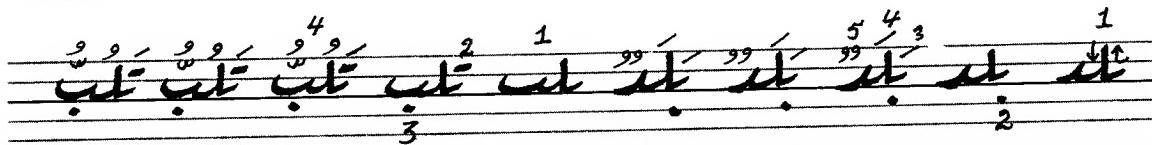
تَالِ تَدُلُّ رَلَزَلَ تَزَلَّزَلَ تَتَزَلَّزَلُ دَالَتْ دَلَّتْ  
زِلَّزَالُ دَلْذَانِ بِيَالِ بَرَلَ تَرَكَ رَلَ بِزِلَّزَالِ  
رَلَ رَالُ وَالِ كَلَ كَالَ طَوَالِ دُولُ

(2) Writing the ruqqa forms of initial and medial laam is easy to learn. Initial laam is a vertical stroke (written downward) which lands on the middle line and then continues horizontally to the left until it joins the following letter. Study then trace the examples below:

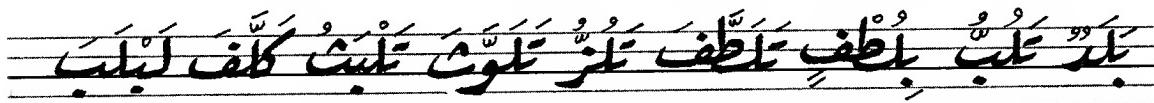
ل ل ل ب ب ب ل ف ف ف د ل ف ف

أ ل ط ف ف ف ل ح ح ح ز ل ف ف ف و ل ح ح ح ل و ح ح ح ل ح ح ح

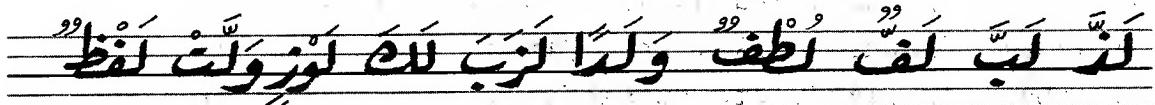
Medial laam begins with an upward vertical stroke which is then traced from top to bottom. Study the examples below.



Trace the following examples:



Copy the following sequences in the blank sets of lines.



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لَبَّيْكَ لَبَّيْكَ لَبَّيْكَ لَبَّيْكَ  
كَبْرَىٰ كَبْرَىٰ كَبْرَىٰ كَبْرَىٰ

Write the following words in Arabic script (consult the preceding materials if necessary) /lafqun/, /falakun/, /bilutfin/, /laka/, /waladin/, /labba/, /tulawwiθu/, /baladan/, /lawkin/, /kalbun/, /takallafa/, /tilka/, /lablaba/, /wallat/, /talattafa/, /talzubu/, /labata/, /talidu/, /zalafin/, /lubban/, /lawzin/, and /talaffudan/.

Study the following examples of final and independent laam.

كَلْ بَلْ بَلْ كَلْ كَلْ كَلْ طَلْ طَلْ طَلْ كَلْ كَلْ كَلْ

بَطْلْ كَلْ كَلْ طَلْ بَلْ عَلْ عَلْ

الْ دَلْ كَلْ كَلْ وَالْ نَزَلْ طَلَانْ

Trace the following sequence:

بَلْ كَلْ طَلْ نَزَلْ كَلْ كَلْ بَطْلْ كَلْ كَلْ وَالْ نَزَلْ

Copy the following sequences in the blank sets of lines:

بَلْ كُلْ بَطْلْ قَلْفَلْ بُلْبُلْ كَفْلْ عَلْ طَفْلْ بِكْلْ ظَلْ نَلْ

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دَلْ دَالْ وَالْ طَالْ زَلْ زَالْ كَلْ بَالْ شَالْ ذَالْ

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Write the following words in Arabic script (refer to any of the preceding materials if you need to do so): /bal/, /kaala/, /ṭaala/, /tallun/, /zalalin/, /kullun/, /ṭiflun/, /dalla/, /waalin/, /zalzala/, /zilzaalin/, /θalla/, /baalun/, /dalla/, /kalalin/, /tatazalzalu/, /likullin/, /tuḍillu/, /baṭalun/, /θakila/, /taalin/, and /ḍillin/.

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#### Dictation

Your teacher will dictate the following words in an arbitrary sequence:

تِلْدُ لَبَ تَالِ بَلْ دَلَ ظِلْ كُلْ طِفْلٌ كَبِ لَوْزٌ لَوْ طَلَ  
بَلْبَلَ كَالَ تُكَفُ لِكُلَ وَلَدَا وُلَدَ تُلَوَّثَ دَلْدَلَ زِلْزَانٌ فَلَّا تَكَفُّ

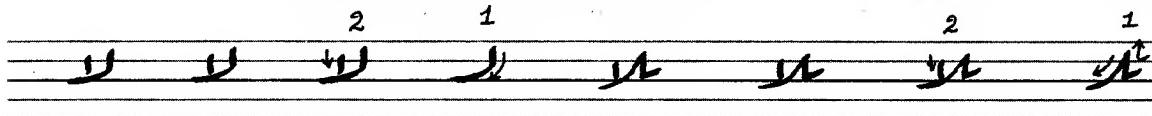
### The combination "laam-alif"

(1) The combination consisting of laam and a following alif has two special shapes in Arabic script: ل (when joined), and ل (when not joined). Read the following words which contain laam-alif.

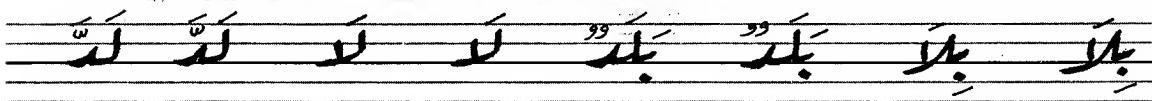
بِلَادٍ بِلَاطٍ ظِلَّاً تُطَلَّا كِلَابٌ بِلَادٍ بَلَدٍ كَلَّا كَلَّد

لَا لَازْ لَاثٍ لَاطْ لَاكْ رَلَالْ تَدُلَّ رَلَالْ

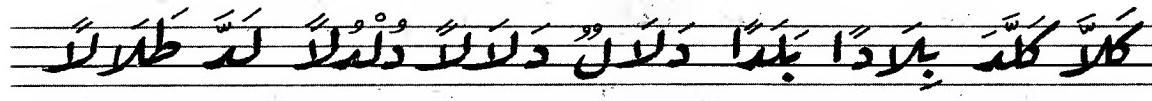
(2) In ruq9a script, the laam-alif is somewhat different from its nasx version. Study the examples below.



Trace the following examples:



Copy the following sequence in the lines below.



Write the following words in Arabic script: /bilaadin/, /tilaalan/, /laazibun/, /zulaalun/, /zulaalan/, /bilaaduka/, /kalaalun/, /wabaalan/.

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#### Review

(a) Practise reading the following items until you can recognize them easily.

د فُتْرٌ د فُتْرًا د فُتْرًا

كَاتِبٌ كَاتِبًا كَاتِبًا

ذَاكَ ذَلِكَ لَا

بَابٌ بَابًا بَابًا

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

د فُتْرٌ د فُتْرًا د فُتْرًا

كَاتِبٌ كَاتِبًا كَاتِبًا

ذَاكَ ذَلِكَ لَا

بَابٌ بَابًا بَابًا

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "waaw" as representation of vowel length

In addition to representing the consonant /w/, the letter waaw represents vowel length. The waaw represents vowel length if it (a) has no sakl,\* and (b) follows a damma; otherwise it represents the consonant /w/. Thus /buurun/ , /duudun/ , and /kuutiba/ are written as follows:

كُوبَ دُورْ بُورْ

Read aloud the following words in which waaw represents vowel length.

دُورْ طُولْ تَزُورْ ثُبُوتِ بُورَا شُورْ دُورْ كُوبَ  
تَلُوكْ تَلُوطْ تَدُورْ تَزُولْ تَطُولْ تَنْلُو تَبْلُو كَبُوا

In some of the words below, waaw represents vowel length; in others, waaw represents the consonant /w/. Read the words aloud.

دُورِ دَفِرِ دَورِ تَزُورِ تَزُورِ زَوَّدَ زَوَّرَ زُورِ دُورِ دَوَدَ  
طُولِ طَولِ تَطُولِ تَدُورِ تَزُولِ زَوْلِ زَوَالِ  
كَبُوا شُورِ ثُبُوتِ كَبُورِ بَورِ شُورِ شُورِ لَوْ بُورِ بَورِ  
كُوبَ كُوبَ كَوْثَرِ تَكَلُوا كُورِ كُورِ تَلُوطْ تَدُوبَ

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\*The term sakl (plural: aškaal) denotes a short vowel symbol.

nuun:

ن ن ن ن ن ن ن ن

In the sequences below, circle each nuun.

ذ ن ب ز ن ي ش ف ب ق ف ز ن ه ت ت ي  
ن ه ت ق ت ن ب ق ن ت ش د ذ ر ش ت ت ز ش

Read the two exercises below:

Exercise 1

نَدَّ نِدِّ نَدَّدَ نَدَرَ نَدَفَ نَدَا نَفَّ نَابَ نَبَذَ نَارُ نُورُ  
نَدَبَ نَدَلَ نَظَرَ نَكَبَ بَنْثُ لَنَا بَنَاتٌ بِنْتٍ كَنَدَا  
ظَنَّتْ ظُنَّتْ بَنْدُ بُنُودُ بِنْتًا كَانَتْ بَانَتْ وَطَنًا فَنًا

Exercise 2

نَفْتْ نَاطُورُ تَنَازُلُ نُظَافَ نُنَظِّفُ نَنْزَلَ نَنْزِلُ نَازِلُ كَأَ  
لِنَكْتُبَ لُزْ نَظَرْتُ تَنْتَظُرُ نُورِ تَنْتَوَرَ كُنْتِ كَنْزُ نَكَتَ  
بَرْدُ نَزُورُ فَتَكَ نَزُولُ نَظَرَاتٍ ظَنَّتْ نَفَذَ نَفَذَ نَنْفَذُ

Study the following examples of final and independent nuun.

ن ن ن ن ن

Now read the following two exercises:

Exercise 1

لَنْ ظَنْ طُنْ كُنْ دَفَنْ دَفِنْ فَطِنْ وَطَنْ  
فَتَنْ كَفَنْ بَانْ كَانْ دَنْ دَوَنْ كَانُونْ بِدُونِ  
كَوْنْ كَوَنْ فَتَنْ ثَانِ ظَنْ رُكْونْ رَكَنْ لَوْنَ تَلَوْنَ

Exercise 2

كَتَبَنْ كَتَانْ تَكَوَنْ كُنْ طَلَبَنْ كَاتِبَنْ فَاتِنْ  
تَلَوْنَ نَزْلَنْ فَطِنْ فَدَانْ فَتَانْ فَرَنْ ظَنَنْ  
تَبْنُونَ تَكُونُونَ تَنْزُلُونَ تَكْنُونْ كَفَنْ وَطَنْ بَنُونَ كَانْ

(2) In ruq9a script, the basic strokes of initial and medial nuun are identical to those of initial and medial baa' respectively; nuun differs from baa' in that the former has a superscript dot instead of a subscript one. Study then trace the following words:

بَدْ نَرْأِي نَرَا نَارْ نَرَلْ فُورْ نَفَ نَكْبَتْ نَخُورْ

كَنَدَا بَذَتْ لَنَا بَنَاتِ نَحْفَ قَنَادَ قَنَرَ تَنْزُلْ

Copy the following words in the blank lines:

نُزُورٌ تَبَتْ كَانَتْ وَطَنًا لَنَا لِنَرَ نَظَرٌ لَكَتْ بَرَّ

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Write the following words in Arabic script: /naḍdafa/,  
/naffa/, /kuntu/, /naātuurun/, /nanzilu/, /banaatin/,  
/nakaba/, /fannan/, /kanadaa/, /lanaa/, /nantađiru/,  
/waṭanan/, /nuurin/, and /linara/.

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The final and the independent forms of ruq9a nuun  
resemble the blade of a sickle and have a dot above the

basic stroke. Study then trace the examples below:

س س س س س س

Copy the following sequences in the blank lines:

طعن ركض دفع كعن خطع وطنع كفعن

ركون بدع بلع كان خطونع كانونع

When it precedes a final nuun, the basic stroke of medial baa' (or of any letter related to baa') is usually raised somewhat above the middle line (as happens before raa' and zaay). Trace the following examples:

طَلَبْنَةٌ فَتَحْنَةٌ كَتَبْنَةٌ طَلَبْنَةٌ

Copy the above words in the blank lines.

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Write the following words in Arabic script: /waṭanin/, /fattaanun/, /danna/, /fannun/, /daana/, /θaanin/, /kaana/, /linaraaka/, /kawwana/, /fitanun/, /ṭalabna/, /kattaanun/, /ruknnin/, /furnun/, /banuuna/, /kafanun/, /lan/, /ṭunnun/, /faṭina/, /katabna/, /dukkaanun/, /badanin/, /tadfinu/, and /ḍunuunin/.

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### Dictation

Your teacher will dictate the following words in an arbitrary sequence:

نَدَا بَنْتُ كُنْ كَانَ لَانَ نُورٌ وَطْنٌ نَظَرَ ظَنَ كَنَدَا<sup>١</sup>  
نَكْتُبُ فِتَنٌ نَنْظُرُ كَنْزٌ نَنْقِذُ تَابَ بَانَ كَانُونٌ نَنْظُرُ تُنَزِّلُ نَظَفَ<sup>٢</sup>

#### The letter "qaaf"

(1) The consonant /q/ is represented by a connector, called qaaf, which has two shapes in nasx printing: ق (in initial and medial positions) and ق (in final position and independently). Notice that initial and medial qaaf are identical to initial and medial faa' respectively, except that qaaf has two suprascript dots instead of one; final and independent qaaf begin with the circle of faa', but end with a flourished stroke similar to that of nuun.

Study the following examples of qaaf:

ق ق ق ق ق

ق ق ق ق ق

Circle each qaaf in the following sequences:

ق ف ق ن ق ف ق ت ف ق و ق ن ئ ف ت  
ق ق ئ ث ن ن ئ ت ق ف ف ق ق ئ ف ق ف ق ق

Read the following two exercises (the words of the first exercise provide drill on initial qaaf; those of the second exercise provide drill on medial qaaf):

Exercise 1

قدْ قَرَّ فَرَّ قَطْ نَقَنْ وَفَدْ قُلْ فَلَّ قُوتِ قَانَ  
قَدَرْ قَدْرَا قُلْنَ قَالْتْ قَبْلَ قَتَلَ قَبِلَ قَابَلَ  
فُرْنِ قُرُونِ قَارَنَ قَدْرَا قَافِ فَانِ قَلْبَا قَاوَلَ

Exercise 2

لَقَدْ بَقَرَا قَفْرُ قَفْرُ تُقْبِلُ نُقَبَّلُ قَفْرُ نُقَبَّرْ طَبَقَاتُ  
تَشِقُونَ بِقَزِينَ نَقْلَا نَقَلَ نَنْقُلُ تُنْقَلُ بِنَقَابَاتُ نَنْقُبُ  
تَغِرْ بِقَارَارِ تَقْدِيرُ تَقْدِرُونَ نَقَارِنُ نَقَبَ نَفَثَ نَقَبَ

Read the next two exercises (the words of exercise 3 provide drill on final qaaf; those of exercise 4 provide

drill on independent qaaf):

Exercise 3

نَقَ تَنِقْ بَقَ بُنْ طَبَقْ تَطْبَقْ وَافَقْ تُطْلِقْ  
نُوافِقْ تَبْقَ تِبْنَ تُطْقْ فَلَقْ فَلَقْ تَشِقْ طَبَقِي  
نَشِقْ تَبْقَ وَثِقْ وَفَقْ تَوَفَّقْ تَلْقَ طَبَقْ وَشَنْ

Exercise 4

رَقَ رَنْ نَدْقَ تَدْقَ وِثَاقِ شَلَاقِ وِفَاقِ تَوَاقِ  
طَلَاقِ رَقَ رَنْ رُزِقَ رِزْقُ نُرْزَقُ بَوَقَ تَوَاقُ  
بُوَقُ نَوَقُ لَوْنُ رِفَاقِ ذَاقَ فَانِ فَاقَ بَاِقِ

(2) In ruq9a script, the basic strokes of initial and medial qaaf are identical to the basic strokes of initial and medial faa' respectively; a horizontal stroke (corresponding to the two dots of qaaf in nasx printing) is placed above the basic stroke of the letter. Trace the following words which have initial and medial qaaf.

قطْ قَرْنِي نَقْلٌ تَقْبِي قَبْلَ فَقَدْ قَدْ تَقْدِي

ذَقْنِي قُلُوبٌ قَالَ نَقْوُلُ طَبَقَاتٍ قُلْ نَقْلَ

Copy the following sequence in the blank sets of lines:

بِمِنْ وَقَدْ قَاتَلَ نُفَيْلٌ فَقَرَ تَفَيْرَ قَرْوَى

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Write the following words in the lines below:

/nanqulu/, /qaala/, /qabla/, /quutun/, /biqarnin/, /qarra/,  
/quluubin/, /qaalibun/.

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In ruq9a script, final and independent qaaf consist of  
(1) a blocked circle written in a clockwise direction;  
(2) a flourished stroke which, like that of nuun, resembles  
the blade of a sickle; and (3) a short horizontal stroke  
added above the basic part of the letter. Trace the  
examples below.

طُقْ وَنَقْ تَقْ نُوافِقْ رِزْقْ رِفَاقْ ذَاقْ

Copy the following sequence in each blank set of lines:

نَصْبَقْ وَنَاقْ وَنَقْ تَطَابِقْ رِزْقْ فَلَقْ رِفَاقْ

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Write the following words in the lines below: /rizqun/,  
/nabuqqu/, /wiθaaqun/, /baqqa/, /tuṭliqu/, /waffaqa/,  
/dawqin/, and /riqqun/.

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## Review

(a) Practise reading the following items until you can recognize them easily.

قواراً قوارٍ قوارٌ

طالبًا طالبٍ طالبٌ

طلابًا طلابٍ طلابٌ

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

قواراً قوارٍ قوارٌ

طالبًا طالبٍ طالبٌ

طلابًا طلابٍ طلابٌ

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

### The letter "miim"

(1) The consonant /m/ is represented in Arabic script by the connector miim. In nasx printing, there are two shapes for miim. The first shape is that of a small, slightly oblong circle which leans somewhat toward the left; this form occurs initially ( ـ ) and medially ( ــ ). The second shape is the flourished form, consisting of a similar circle and a long tail; this form occurs in final position ( ـــ ) and independently ( ــــ ).

Study the following examples of initial and medial mīm, then read the four exercises which follow:

Exercise 1

مَا مَادَا مَرَّ مَدَدَ مَرَّتْ مَالًا مَاتَ مِنْ مَنْ مَلَكُ  
مِنَّا مَطَّ مُنْدُ مُزِّ مَطَرًا مَزَقَ مَدَتْ زَمَنٌ فَامْتَ كَامِلٌ

Exercise 2

رَأَمْتَ مَلَكَ مَالِكُ مَلَكُ مُلَكُ مَاكِرُ مَوَلَ مَرْكِزٍ مَطَارٍ مَكَانًا  
مَوَادُ مَطَاطُ مَكَثَ زَمَانٌ دُمَتَ مَثَلَ مَقَاتَ مَلَلُ مَلَالًا  
مَطَرًا مُدُنًا مَوتُ مَلَكًا مَدِيرٍ مِنْ مَنْ كَامِلًا مَرَاكِزُ مَتَ

Exercise 3

لِمَا بِمَا بِمَا مِنْ كَما بِنْتُ مَسَاتِ قَمَرُ مَرَّ نِنْرًا  
شَرُّ تَشِّرِ لُمَتِ نِمَتِ نَمَطُ كَمَالُ كَمَلَ تَشِّرِ تَنْمُو

Exercise 4

”مِكْنٌ“ تَمَكَّنَ مُنْطِرٍ تَعَزَّقَ تَعَرَّنَ مُمَوَّلٌ شَعْنٌ شَمَانٌ  
 تَلَمَظَ تَكْمُلُ مَكْنٌ مُشِّرًا مَمْلُوكًا مُلْكٌ شَتَمَكَّنُ  
 شَمَكُشٌ شَتَلَكَ مُمَرَّنًا مُمَثَّلٌ تَمَكَّنَ مَمَا تَأْ

Now study the following examples of final and independent miim, then read the four exercises which follow:

۲ ۲ ۳ ۳  
 ۲ ۲ ۲ ۳ ۳ ۳ ۳

Exercise 1

كَمْ قَمْ بِكَمْ ثُمَّ تَمَّ لَمْ تَمْ قُمْ لَثَمَ لَكْمْ  
 شَلَمَ قَلَمَ لَطَمَ قَلَمْ ظَلَمَ تَسْتِمْ قِسْمٍ شَتَمَ

Exercise 2

مَظَالِيمُ مُلْمٌ مُشَمٌ ظُلْمٌ نَّظَمٌ  
 فُطِيمٌ لَمْ ظَلَمَ يَنْمَ نَمْ بِكَمْ رَقْمٌ  
 بُكْمٌ قَلَمٌ وَلَمْ مِنْكُمْ بِكُمْ مُلْمٌ قُمْ قَلَمٌ رَقْمٌ

Copy the following sequence in each blank set of lines:

مَرْفَعٌ مُّكَبِّلٌ مَّلِكًا دَفْتَنْ مَدْنَى مَذْكَانَاتْ

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Write the following words in Arabic script: /muftin/, /maṭaarun/, /markazan/, /dumta/, /kaamilan/, /min/, /man/, /maa/, /maad̪aa/, /makaanun/, /mawtin/, /miθla/, /mudunan/, /qaamat/, /milkuṇ/, /malikan/, /maṭṭa/, /maṭarin/, /makaθa/, /makaθaa/, and /mullaakin/.

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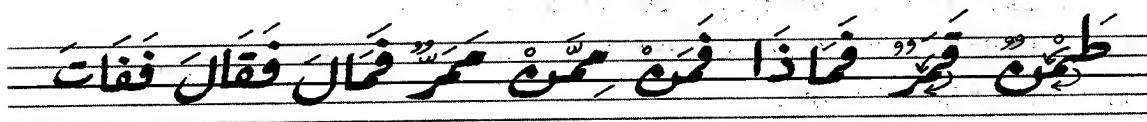
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The writing of miim in medial position involves a principle which we have already encountered: namely, that certain letters\* cause all preceding connectors to gain a rise in level.

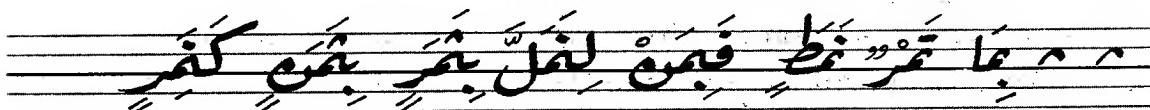
When writing a medial miim, one ends the joining line with a descending stroke which does not reach the middle line; without raising the pen from the paper, he then writes the blocked circle of miim in a clockwise direction, making sure that the base of the circle rests on the middle line. The stroke which closes the circle of miim continues horizontally to the left until it reaches the point where the next letter begins.

Trace the following examples:



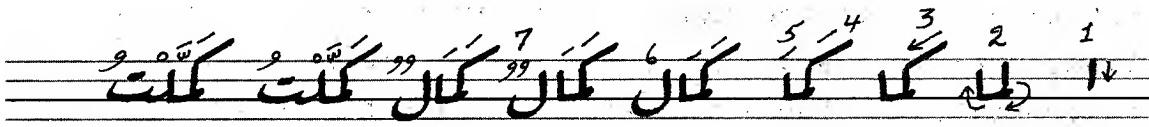
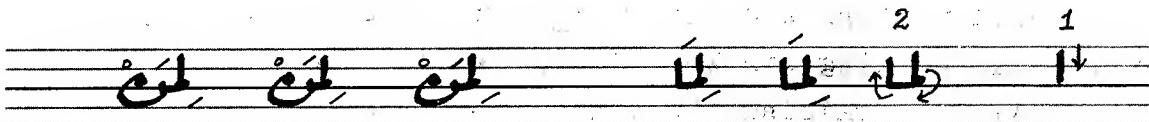
Care must be exercised in order not to produce a tooth when making the descending stroke of the joining line; thus طَهْرٌ is acceptable, but طَهْنٌ is not.

When it precedes miim, the basic stroke of baa' (or of any letter related to baa') consists of a small downward curve. Study then trace the following examples.

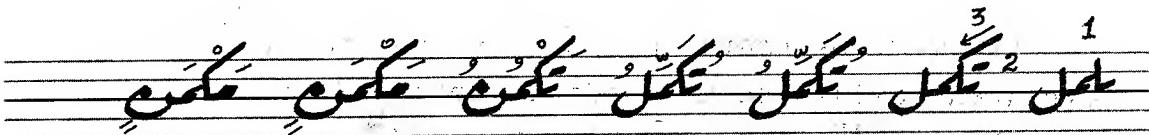


\*Those are called the "descending letters"; they are jiim, Haa', xaa', raa', zaay, miim, medial haa', and final yaa'. Notice that jiim, Haa', and xaa' are "related" letters; similarly, raa' and zaay are related letters.

Medial miim is written directly underneath the preceding letter when that letter is an initial laam or an initial kaaf. Study then trace the following examples:

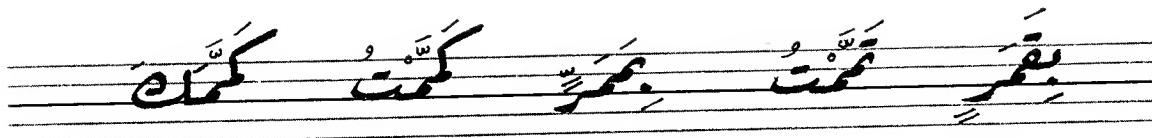


The stroke which joins medial kaaf or medial laam to a following miim will be called a "branch"; the joining stroke branches out from the middle of the preceding vertical line, and miim is then written to the left rather than underneath the letter it follows. Study then trace the examples below.



The miim cannot be written below the middle line; consequently, a letter which precedes medial miim is usually raised above the middle line. Sometimes several letters must be written one below the other in a series, resulting in a sequence with a  $45^{\circ}$  slant. In such cases, one must write the first letter quite high above the middle line to make sure that the last letter of the series ends up on the middle line. Study then trace the examples which

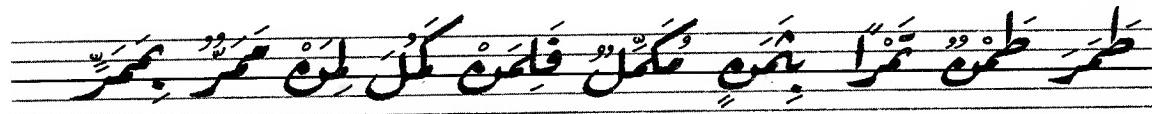
are given below:



Compare the above ruq9a shapes with the corresponding nasx shapes:

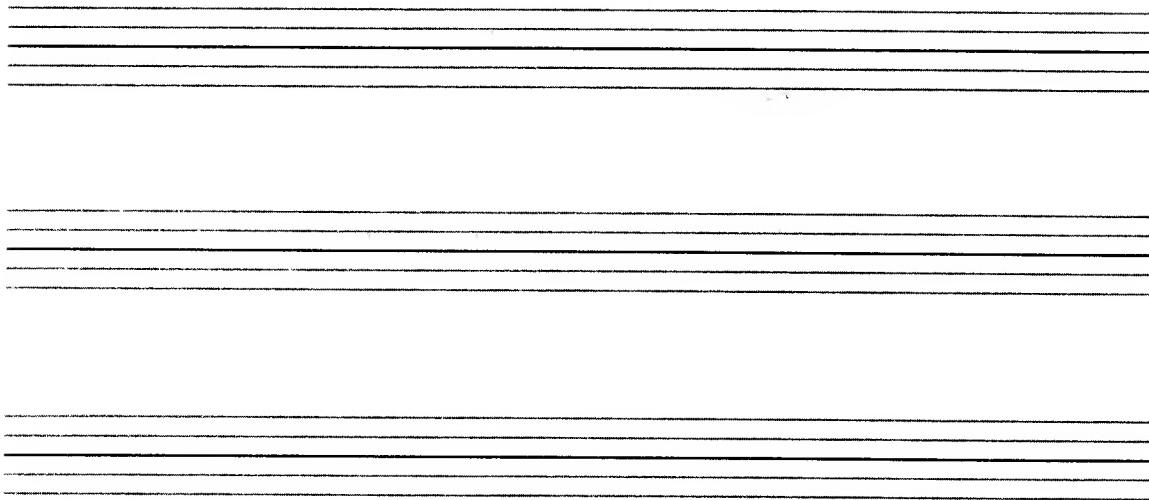
كَمَّكَ      كَمَّتُ      بِعَمَرٍ      تَمَّتُ      بِقَمْرٍ

Copy the following words in each blank set of lines:

Four sets of blank five-line staves for handwriting practice.

Write the following words in Arabic script: /lammaa/, /falimaa/, /θamarun/, /biθamarin/, /qamarun/, /biqamarin/, /mukammilan/, /tammamat/, /famaadaa/, /kammamaki/,

/biθamanin/, /namiran/, /kamaa/, /mumaθθilan/, and /talmada/.



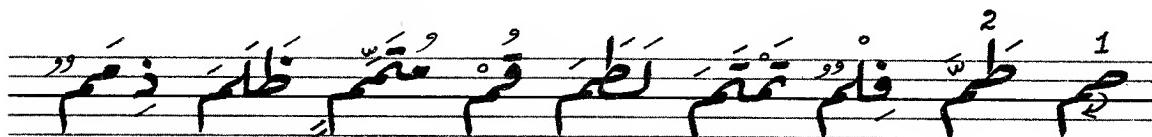
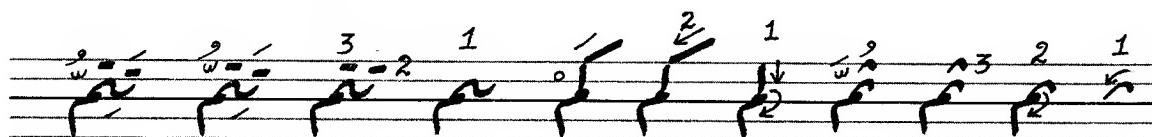
### Dictation

Your teacher will dictate the following words in whatever sequence he chooses:

مَرْ فِلَمَادَا شَعِيرٍ بِشَرِّيْرٍ مُكَمْلٌ مَكَامُنْ مَدْنْ

-مَلْ لَتَّا قَسِيرٍ مُفَرِّرٍ مَكَانًا تَسْمَتْ مُنْكِنٍ

Final miim is essentially the same as medial miim except that it ends with a long downward stroke. All the principles which govern the joining of medial miim to preceding letters apply in the case of final miim. Study the examples below.



Copy the following words in the blank lines:



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Write the following words in Arabic script: /daalimun/, /filmin/, /qum/, /raqmun/, /tammama/, /mutammimum/, /nam/, /lam/, /θumma/, /kam/, /faṭama/, /ṭamaaṭimu/, /kammama/, and /famun/.

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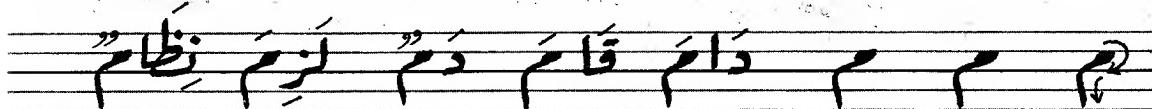
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The blocked circle of independent miim is identical to initial miim. The long, downward stroke is the same as that of final miim. Study the examples below:



Copy the following words in the blank lines:



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Write the following words in the blank set of lines:  
/laazimun/, /qaama/, /taduumu/, /tanaamu/, /damun/, and  
/malmuumum/.

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## Dictation

The following words contain final miim and miim in isolation. Your teacher will dictate them in an arbitrary sequence:

كُمْ قُمْ قَامْ قَمِ شَمَ لَطَمْ تَنَامْ  
لَمْ لَازِمْ تَلُومْ فِلْمْ طَنَاطِمْ تَمْ كَمْ

### The letter "Haa' "

(1) The consonant /H/ is represented by the connector Haa'. In nassx printing, Haa' has two forms: ه (initially and medially), and ح (finally and independently). Study the following examples of initial and medial Haa':

ه ه ه ه ه ه ه

Circle each Haa' in the two lines below:

خ ه ع ج خ ه ص غ ج ض د ج ه

س خ ح خ د ح ض س ح د ج غ ه ض ح خ

Read the following exercises:

#### Exercise 1

حَدَّ مَدَّ حَلَّ حَمَلَ حَقَّ مَقَّ حَوَّلَ حَكَمَ حُكْمٌ حَطَّ حَطْ  
حَدَّفَ حَرْفٌ حَرْبٌ حَلَّاً حَدَّرَ حَزَمَ حَثَّ حَوَّلَ مَوَلَ حِبْرًا حَالَ

Exercise 2

هُدَّدَ حُرُوفٍ حَمَالٍ حُكُومَاتٍ حَكْمَ حُقُوقًا حَتَّى حَقَّ  
حُلُولًا حَرَقَ حَفَلَاتٍ حَارَبَ حَلَلَ حَنَكَ حِمَارًا حَسْطَ حَارَّ  
حَمَلَاتٍ حَالًا حَقَّ حَلَالٍ حَكَمَتْ وَحْلًا رَحَبَ حَلَبَ كَاحِلٌ

Exercise 3

بَحَثَ بَحْثٌ لَحْمٌ فَحِمٌ بَحْرًا بِحَارِ لَحِقَ مَحَلٌ تَحْلُلُ لَحنٌ  
تَحَدَّثَ تَحَدَّدَ تَمَدَّدَ مَحْوٌ مِحَنٌ نَحْلٌ بَحَثَ مُحَارِبٌ مُحَدَّدٌ

Exercise 4

تَحَمَّلَ تَحَقَّقَ مُحَقِّقٌ مَحَاكِمُ مَحْكُومًا مَحَطَّاتٌ مَثَحَفٌ قَطْطَانَ  
مُحَلِّلٌ مَحْرُومًا مَحْبُوبٌ مُحَرَّمٌ مُجِيَّا لُحُومٍ تَحْتَفِلُ تُحبُ لَحنٌ  
تَشَدَّدُ مُخَادَّاتٍ مُحَارِبُونَ تَحَرَّقَ مَحْدُودٌ فَحْمًا مُحَمَّدٌ

Study the following examples of final and independent  
Haa':

ح ح ح ح ح

In the sequences below, circle each Haa'.

ح ح ي ع غ ح ن خ ح س غ ح س

ح س خ ع ح س غ ح ن ع ح س خ ح

Read the following four exercises:

Exercise 5

لَّه قَّعْ رُنْجْ فَتَحْ لَسْحَ بَطَحْ نَطَحْ بَلْهْ لَفَحْ لَقَحْ نَبَحْ  
مَنَحْ مُنَحْ نَفَحْ وَقْحْ كَافَحْ رَيَحْ فَاتَحْ لَافِحْ كَبَحْ

Exercise 6

كَابِحْ تُكَافِحْ مُكَافِحْ مَنَحْ رَابِحْ تَفَتَحْ تَكَفَحْ فَاتِحْ  
لَامِحْ طَهْوَطَحْ تَبْنِطَحْ تُلَقِحْ قَعْ مَلَحْ كَالِحْ كَوَلَحْ  
تُمَنَحْ تَرَبَحْ مُفْلِحْ مُلَحْ بَطَحْ مَنَحْ بَحْ ذَبَحْ

Exercise 7

لَاحْ بَاحْ طَرَحْ فَرْحْ رَفْحْ مَنَحْ فَرَحْ مَرَحْ بَرَاحْ  
نَاحْ تُنَاحْ مَرَحْ مَاحْ كَدْحْ كَدَحْ فَادِحْ فَرَحْ تَرُوفْ

Exercise 8

فَتَّاحٌ مِفتَاحٌ فَلَاحٌ قُرَاحٌ نَزَحٌ مَطْرَحٌ قَوَارِحٌ  
لَوْحٌ تَلْوَحٌ مُبَاحٌ تَطْلُحٌ نُواحٌ مَانِحٌ كَادِحٌ طَابِحٌ تَنْزَحٌ  
طَرَحٌ كَفَاحٌ مَرَاحٌ تَكْبِحٌ نَسْحٌ تَسْهِحٌ رُوحٌ مُرْتَاحٌ لَاحٌ

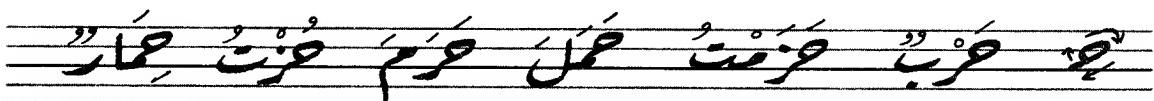
(2) The shape of initial Haa' in ruq9a script is different from the corresponding shape in nasx printing. The ruq9a shape is fully closed, whereas the nasx counterpart is open on its left side.

When not followed by a descending letter, initial Haa' has the shape illustrated below:

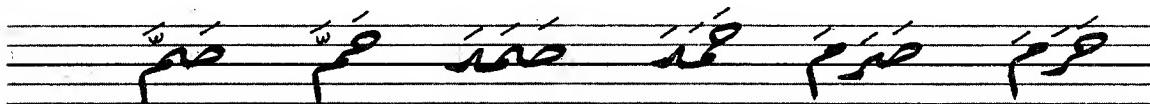
Copy the following words in the blank lines:

When it precedes a descending letter, initial Haa' consists of: (a) a stroke which begins on the middle line, slants upward to the left, then curves to the right; (b) a stroke which slants downward to close the shape, forming with the first stroke an acute angle on the right and an obtuse angle on the left.

Study the examples below, then copy them in the blank lines.



In contrast to the initial Haa' described above, initial saad consists of (a) a stroke which slants upward to the right then curves downward, and (b) a horizontal stroke which forms with the first stroke an oblong circle. Study the following pairs, then copy them in the blank lines.



Write the following words in the blank lines:

/Haalun/, /Hamala/, /Harbin/, /Haarabat/, /Hawla/,  
/Hukuumaatun/, /Hafida/, /Hiqdun/, Haddaθa/, /Haamilan/,  
/Huquuqin/, /Haθθat/, /Harqun/, /Huruufin/, /Hakkamat/,  
/Huθifa/, /Haṭṭa/, /Hadθan/, /Harfun/, /Haalaatin/,  
/waHlun/, /Halabu/, /raHHabnaa/, /raaHilan/, and /Hibrun/.

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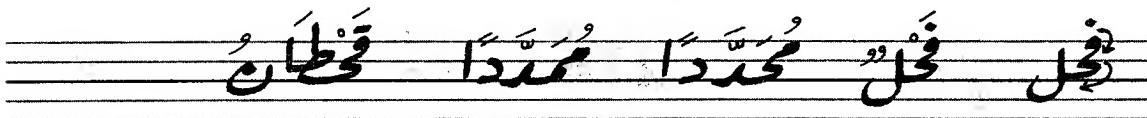
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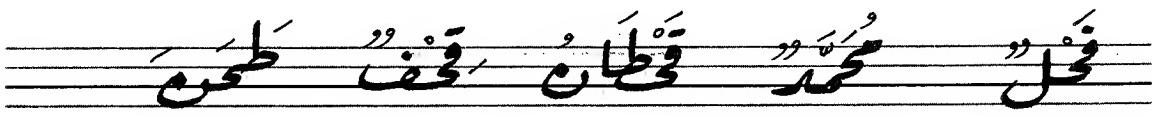
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Medial Haa' is an angular shape which is written under the joining line in the manner shown below. Unlike medial miim, it is not closed. Study the following words:



Like miim, Haa' is a descending letter. This fact explains the following observations:

- (1) Medial Haa' is written below the preceding letter:



(2) The letter baa' and the letters related to it assume before Haa' the forms which they have before miim:

خَلْ خَتْ بَحْتَ بَحْلَقَ

(3) Medial Haa' is written directly underneath an initial laam or an initial kaaf:

كَبَحْ لَحْ كَلْ كَطْ كَبَحْ لَحْ كَبَحْ

(4) A medial laam or a medial kaaf is joined to a following Haa' by a branch:

لَحْنَجَنْ تَلْحِقُ تَكْهُنْ كَلْحُنْ

Copy the following words in the blank sets of lines:

لَحْنَجَنْ مُحَمَّدٌ سَلَّمَ حَفَظْتَ كُلَّ لَحْنَجَنْ بَعْدَ حَلْفَنْ

Write the following words in the blank lines:

/muHarr̄amun/, /maHruuman/, /muHaaribin/, /maHaṭṭaatin/,  
/kaHHalat/, /baHtun/, /baHaθta/, /luHuumin/, /miHanun/,  
/qaHṭaanu/, /muHibbin/, /taHaddaθa/, /maHaakimu/,  
/muHakkamun/, /naHliqu/, /taHlumu/, /taHaqqaqat/,  
/laHnun/, /talHaḍu/, and /nalHabu/.

Handwriting practice lines for the words listed above.

#### Dictation

Your teacher will dictate the following words in an arbitrary sequence:

حَلْبٌ لَّهُمْ حَمَلٌ حُكْمٌ حَلْلٌ حَالًا مَحْبُوبٌ مُحَارِبٌ حَرْبٌ حَقًا<sup>حَقًا</sup>  
حَتْفٌ كَحْلٌ حَمَالٌ حَظٌ مَتْحَفٌ نُحْنَا رَبِحْتُ لَهُنْ لَهُدًا مُلْحِدٌ مُكَحْلٌ

Final Haa' is written under the joining line; it begins with a stroke similar to medial Haa' and ends with a long, curved tail which reaches the -2 line. Study and trace the examples below.

# لَفْعَ زَبْعَ قَعْ دَبْعَ لَفْعَ لَفْعَ

لَمْحٌ تَفْسُدْ بَلْعَمْ تَكَافِعْ بَلْعَمْ

Copy the following words in the blank lines:

رَبِيعٌ تَفَلَّحُ كَخَكْجَخُ كَافِخُ كُجْجُجُ فَتَعٌ

# تَلْمِيذُ الْحَسَنِ فَاتِحُ الْمَعْلُومَاتِ

Write out the following words in Arabic script:  
/falaHa/, /laHHa/, /raabiHin/, /ṭaHṭaHa/, /tulaqqiHu/,  
/rakaHa/, /fatHun/, /faatiHin/, /manaHa/, /mukaafiHun/,  
/murbiHin/, /balaHun/, /muliHHun/, and /taftaHu/.

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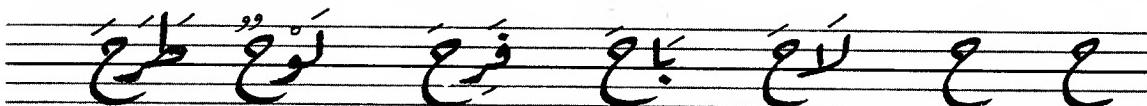
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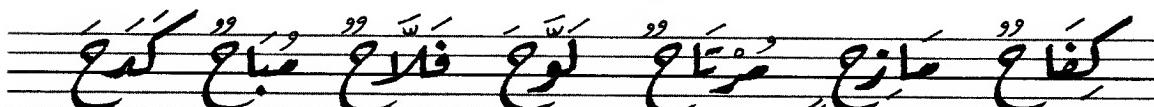
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The first part of independent Haa' is similar to the initial Haa' which precedes a descending letter. The second part is the flourished curved tail. Study and trace the examples below:



Copy the following words in the blank lines:



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Write out the following words in Arabic script:

/lawHin/, /tabuuHu/, /ṭaraHa/, /fallaaHun/, /faraHin/,  
/miftaaHun/, /ruuHin/, /mubaahun/, /kifaaHun/, /maṭaariHu/,  
/fariHa/, /kadaHa/, /murtaahin/, and /fattaaHun/.

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### Dictation

Your teacher will dictate the following words in whatever sequence he chooses:

لَمَحَ لَوْحَ قَنْعَ مِنْجَ فَلَاحَ بَلَحُ فَتَحَ مِفْتَاحَ طَرَحَ مُكَافِعَ بَاحَ لَحَ  
مُلْحَ نَرَبَحُ فَرَحَ حَنَّا حَدَثَ حَرَمَ حَمَلُ بَحْرُ تُحِبُ لَحَظَ كَحْبَ نَلْحُقُ

### Review

(a) Practise reading the following items until you can recognize them easily.

مَا مَنْ بِنْ قَلْمَ مُلَازِمٌ مُقَدَّمٌ  
مَكْتَبٌ نَحْنُ مَكْتَبَاتٌ مَلِكٌ مَرْحَبًا  
حُكُومَتُكُمْ طَالِوَاتٌ طَالِوَاتٍ حُكُومَتُكُمْ

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

مَا مَنِ مِنْ قَلْمَنْ مَلَازِمْ مَقْدُمْ  
مَكْتَبٌ نَحْنُ مَكْتَبَاتٌ مَلِكٌ مَرْحَبًا  
حُكْمُكُمْ طَالُولَاتٌ طَالُولَاتٌ حُكْمُكُمْ

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The letter "xaa'"

The consonant /x/ is represented by a connector called xaa'. The letter xaa' is identical in every way to the letter Haa' except that it has a dot above it. Study the following examples of xaa' in nasx printing:

خ خ خ خ خ خ خ خ خ خ خ خ

In the sequences below, circle each xaa'.

خ ج خ ز خ س ح س ع خ غ خ ح س ح

خ س خ ح ح ض خ ز ع خ ح ح ض خ ز

ج ح خ غ خ ج ع غ خ ج ب ن غ ج ح

Read the following four exercises which provide drill on initial and medial xaa'.

Exercise 1

حالٌ حالٌ خامٌ خانَ حَبْ بَحْرًا خَرَبَ خَزَنَ خَرَقَ خَرْقٌ  
حَلَّ حَدَمَ خَطَافَ خَرُوفِ حُرُوفٍ حَطَبُ حَطْبٌ خَطْ خَطَطَ

Exercise 2

خَرَابٌ خَطَرٌ خَطَاطٌ خَفَقَ حَفَقْتُ حُوتًا خِتَانٌ خَرَانٌ خَدَمَاتٌ  
خَرَانًا خَالِدٌ خَرْطُومٌ خَلَقَ حَلَقَ فَاخِرٌ خَمْرٌ خَلَقَ خِلَافٌ  
خَطَابٌ خَبَرٌ خُبْرٌ خَطَرٌ خَمْرٌ خَنَقَ خَرُوفٌ خَرْقًا خَلْقًا خَطْ

Exercise 3

بُخْلُ فَخْرًا شُخْنَ تُخُومٌ تَسْتَ تَسْتُ تُخُوتُ بُخَارٌ بَخَارٌ  
بَخَارٌ فَخْمٌ فَخْدٌ تَخْلُو مُخْبِرًا مَخْزَنٌ مَخَازِنٌ تُخْبِرُ نُخْبِرُ

Exercise 4

خَلْخَلَ مُغَطَّطٌ تَخَلَّلَ تَخَلَّلَ مُخْتَلِفٌ تُخُومًا تَخْطُبُ نَخْطُبُ  
تُخَالِفُونَ فَخُورًا تَخْدِرُ مُونَ مُخَابِرَاتٍ مُخْبِرٌ مُخَاطَرَاتٍ بَخْتٌ  
تَخَافُ تَبَخَّرَ فَخَمَ تَخْظُرُ فَخْدٌ مَخْلُوقٌ تَخْلُو خَطَاطًا تُفَخَّمُ

Now read the next four exercises which provide drill on final and independent xa'.

### Exercise 5

فَحْ مُّحَّ بَحْ نَبَحْ طَبَحْ تَطْبُحْ نَطْبُحْ لَطَخْ تُلَطِّخْ نَفْخَ  
نُفْخَ وَبَحْ زَبَحْ طَبَحْ مَطْبَحْ نَافَحْ مُّحَّ طَبَحْ لَغَحْ لَخْلَحْ

### Exercise 6

تَطْبِخُ نَطْبِخُ تَتَلَطَّخُ وَبَحْ تُوَبَحْ نُوبَحْ مَطْبَخٌ  
 قَبْ نَفْعُ تَنْفُعُ مُوبِحْ لَحْ مُلْتَحٌ مَنَافِعُ  
 بَرْتَحْ بَرْتَحْ بَرْتَحْ طَبَحْ لَطَحْ مُمْتَنَحْ

### Exercise 7

رَاحَ قَنْ قَحْ تَرَاخَ دَقَّ مَفْرُخَ دَاخَ فِرَاحُ  
بَاخَ كُنْ نَبْعُ شَبْعُ مَنَاخُ طَبَاخُ بَاخَ شَنَاخُ

### Exercise 8

مَنَاجٌ قَفْحٌ لَّاَخٌ تَغْرُبٌ مُّتَرَاخٌ مُّفْحٌ لَّوْحٌ طَبَّاخٌ فُخْجٌ مَنْفُوحٌ مِنْفَاخٌ كُجٌ مَطَابِخٌ مَطْبَخٌ فِخَاجٌ مِنْفَاجٌ مَنَاجٌ مُّتَرَاخٌ نَافُوحٌ فُرُوحٌ مَنْفُوحٌ

(2) To write xaa', one writes Haa' and then adds a dot above it. The shapes and the relative positions which letters assume before xaa' are those they assume before Haa'.

Copy the following sequences in the blank lines:

خَلْقٌ خَامِسٌ خَارِجٌ خَرَبٌ بَحْرٌ

مُخَالَفٌ مُخَبَّرٌ مُخَاطِطٌ مُخَالَعٌ

مُنَاعٌ طَعَنٌ خَرَمٌ خَمَّ

مُجْبِرٌ خَرْجٌ تَابُعٌ طَلَبٌ فَخَاعٌ

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Write the following words in Arabic script:

/maṭbaxun/, /xaanin/, /manaaxin/, /kuuxun/, /xadamat/,  
/maxaazinu/, /xaruufun/, /baxtun/, /faaxirin/, /xaraabun/,  
/mutaraaxin/, /wabbaxa/, /xalxala/, /xurṭuumin/, /tuxaalifu/,  
/xazzaanun/, /nafaxa/, /fixaaxun/, /xattin/, /muxattatun/,  
/laxxa/, /laxaba/, and /talxubu/.

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## Dictation

Write down the following words as your teacher dictates them:

خَمْرٌ مُّخٌّ تَعْدِيمٌ كُوْحٌ مَطْبَخٌ خَبَرٌ خَالِدٌ بَاخٌ  
نَفَخَ حَرَبٌ تُخَرِّبٌ نَافِخٌ لَخَفٌّ مُخَابِرَاتٌ تَلْخُمٌ لَطَخٌ

### The letter "jiim"

The consonant /j/ is represented by a connector called jiim. The basic stroke of jiim is identical to that of Haa' and xaa'; jiim, however, has a dot underneath the part which rests on the middle line. The following examples illustrate the jiim of nasخ printing.

ج ج ج ج ج ج

In the sequences below, circle each jiim:

خ ج غ ع ح ح ف ض ح ح خ ع ف ح  
ح خ خ ح ج غ ع س ح ح س ح خ ج  
ج ح ض خ ح ح س ح خ ج ح ح س ح

Read the following four exercises which provide drill on initial and medial jiim.

### Exercise 1

جُنَّ حَنَّ جَوُّ وَجَبَ جَدٌّ جِدًا جَلَبَ حَلَبَ جَرَّ جَدَرَ جَمَلًا جَبْلٌ  
جَمَلَ وَهَدَ جُنُودٌ جَنَدَ جَذَبَ جَرَّ جُرَبَ خُرَبَ حَقَقَ جَفَقَ

### Exercise 2

تُوجَدُ جِنْوَدًا جَمَالٌ رَجُلٌ جَدْوَلٌ حَمَالٌ رِجَالٌ جَذَابٌ  
وَاحِبٌ خَبَرٌ جِمَالًا جَادَلَ جَدَاءِلُ وُجُودٍ رَحَبٌ نُرَحَبُ  
جَزْوٌ حَاجِبٌ جَبْرًا رَجَعَ جَذَابًا خَرَّ جَذَرًا جُذْرُو

### Exercise 3

تَهِدُ تَجْرُّ نَهِدُ تَهْدُ مَهْدُ نَجْمٌ نُجُومٌ نَجْوُلُ نَخْرَ تَجَارِبُ  
تُجَارِلُ حَجَزَ تَحَجَّرَ تَجْلُبُ نَجْلُبُ تُجَدِّدُ تَهْدِدُ مَجَالٍ حَجَبٌ

### Exercise 4

لِجَانٌ مُجَدِّبٌ مُجَنَّدًا تَسْتَجَدَدُ نُجَرَّبُ مُتَحَجَّرٌ مُخْتَجِبٌ نَجْرُ  
حَجَلُ تَجَنَّدَ تَسْتَجَنَّدَ وَنَ جَهَظَ حَجَزَ تَحَجَّرَ نَجُوبُ نَجَدَدُ  
نُحُومًا حِجَابٌ مُخْتَجِزًا نَهِدُ تُجَرِّيُونَ حَجَرًا لِجَانًا نُجَارِلُ

Now read the following four exercises which provide drill on final and independent jiim:

### Exercise 5

ثْلِجٌ سَنَجَ نَاتِجٌ نَاتِحٌ مُنْتَفِخٌ حَجَّ مُدَّجَّعٌ وَلَجَ ثَلْجٌ تُلْحُ  
مُنْتَجٌ وَسَنَحَ رَسِحَ دَسَجَ دَسَحَ دَسَجَ نَسِحَ مُنْتَجٌ يَنْدِسُجُ

Exercise 6

مُنْتَجٌ تَنْتَجُ نَبَحَ مَطْبَحٍ وَلَجَ مُخْتَلِجٌ نُنْتَجُ مُرْتَجٌ تُرْجَحُ  
نَتَجَ تَحْجُّ نَدْبَحُ حَجَّ مُنْدَبِحٌ تَنْتَجُ لَفْجٌ رَبَحَ رَبِحَ رَبِحٌ

Exercise 7

نَاجٍ تَاجٍ حَرَجَ تَحَرَّجَ مَنْجٌ فَوْجٌ فَلَاحٌ ثُلُوجٌ فَهْجٌ فَرَجٌ  
دَرَجَ تَدَرَّجَ نُبَاحٌ حُرُوقٌ جُرُونٌ دَاجٌ نَاجٌ تَوْجَ مَوْجٌ

Exercise 8

حَاجَ حُجَاجٌ تَحَرَّجَ نُخْرِجُ مُبَرِّحٌ مَنَاخٌ مَخْرَجٌ حُرُوقٌ  
تُفْرِجُ مَلَاحٌ مُسَمَّقٌ مَنْجٌ مِزَاجٌ مَمْدُوحٌ كَنْ تَتَخَّرَجَ

(2) In ruq9a script, the only difference between jiim and Haa' is that the former has a dot underneath the part which rests on the middle line. The shapes and the relative positions which letters assume before jiim are those they assume before Haa' and xaa'.

Copy the following sequences in the blank sets of lines.

حَبْلٌ بَحْبَلٌ حَمْلٌ بَحْمَلٌ حَمْلٌ بَحْمَلٌ حَمْلٌ بَحْمَلٌ

جَهَرْ جَبَّ بِحَنْوَنْ رِجَالْ جُرْمْ تَلْجَعْ

.....

حَلْجَ عَجَانْ تَلْجَعْ خَرْجَ فَوْجَ

.....

.....

وَمُنْتَجْ حَعْ صَاعْ سَوْجْ لَحْ حَجْ

.....

.....

Write out the following words in Arabic script:

/wajadat/, /majaalun/, /xuruujin/, /najlibu/, /jaṛṣada/,  
/rajulun/, /θaljin/, /jibaalan/, /jaddada/, /Hajaba/,  
/muntijun/, /jaljala/, /nitaajin/, /waajibun/, /mujdibin/,  
/mujannadan/, /darraja/, /fawjun/, /lujajun/, /Hajjin/,  
/jadaawilu/, /tajurru/, /lijaanin/, /jaḍḍaabun/, /Hujajun/,  
and /junuudun/.

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#### Dictation

Your teacher will dictate the following words in an arbitrary sequence:

جَفْتٌ تَلْعُجْ تَجَدَّرٌ خَرَجْ جِدًا تَجْمُونْ رَجُلٌ دَبَّاجٌ  
كَاجْ جُذُورًا جَمَلٌ تَجْدُ حَجَزَ مَوْجٌ مِحْلَجٌ حَلَاجٌ

## Review

(a) Practise reading the following items until you can recognize them easily.

فِنْجَانٌ فِنْجَانًا رَجُلٌ رَجُلٍ رَجُلًا  
خَبَرٌ خَبَرًا فِنْجَانٌ فِنْجَانٌ فِنْجَانًا

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

فنجانٌ فنجاناً رجلاً رجلٌ رجلٍ فنجانٌ فنجاناً خبرٌ خبراً خبرٍ

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

### The letter "siin"

(1) The consonant /s/ is represented by the connector siin which has two basic shapes in nasx writing: — (in initial and medial positions) and — (in final position and independently). Medial and final siin are, of course, joined from behind and would therefore appear as — and — respectively.

Study the following examples of siin:

Place a circle around each siin in the following sequences:

ش س ش تنب س ن س س ش س س ق

و س تنب س من ش ش س س ش

Read the following four exercises which provide drill on initial and medial siin.

Exercise 1

سَدَّ سُرَّ سَادَ سَبَّ سَابَ سَاقَ سَاقْ سَالَ سَلْ سَوْفَ وَسَمَ  
سَنَدَا سَجَدَ سَبَقَ سَقَطَ سَاحَ سَمَّ سَمَنَ سَابِلُ نَتَبَارَلُ

Exercise 2

سُلْمٌ سَلَامُ سَاحِلٌ سَوَاحِلُ سَنَ سِتٌّ سَبَبَ سَنَدَا سَابِقاً  
سَحَابٍ سَمَّ تَمَ سِرْبٌ سَحَبُ سُوقٌ نَتُوقُ سَوْقَ سَابَ تَثَابُ  
سَتَحَثُ سَبَبَثُ سُمَحَ سَارٌ سُلُوكًا سَلَكَ سَامٌ سُكِّرَ سَلَمَ

Exercise 3

حَسَدَ حُسَادٌ حَسَنَ حُسِبَ كَسَبَ كَتَبَ مَسَنٌ تَسَوَّلَ  
جِهْرُ نَسُودُ تَسْمَ مُسْلِمًا نَسْلُكُ قَسَمَ تَسْبِحُ نَسَبَ

#### Exercise 4

حِسَابٌ حَسَنًا تَنْسِحِبُ مُسْطَحٌ مِسْتَارًا مَسْجِدٌ  
مَسَاجِدٌ جُسُورًا مُسَجَّلٌ بِسَلَامٍ مُسَبَّقًا كَسْلَانٌ مَسْقَطٌ  
تَكَسَّرَ بِسَبَبٍ تَسْلَلَ مُفَسَّمٌ تَسْوُدُ نُسْلِمٌ تَسْلَمَ

Now read the next four exercises which provide drill  
on final and independent siin.

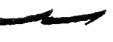
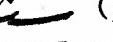
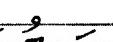
#### Exercise 5

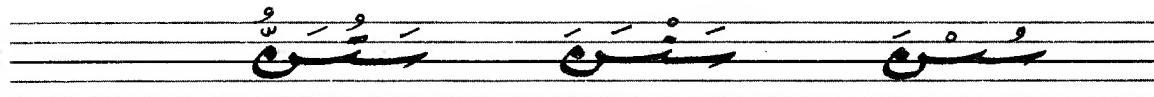
مَسَّ جَسَّ لَيْسَ تَسْسُ لَسْنَ لِمَسَ قَسْ خَمْسَ كُبَسَ كَنْسَ كُنْتَنَ  
نَجِسْ خَامِسُ رَجِسْ حُبِسَ لُبْسُ مَلَابِسُ مَسَ مَسَنْ

#### Exercise 6

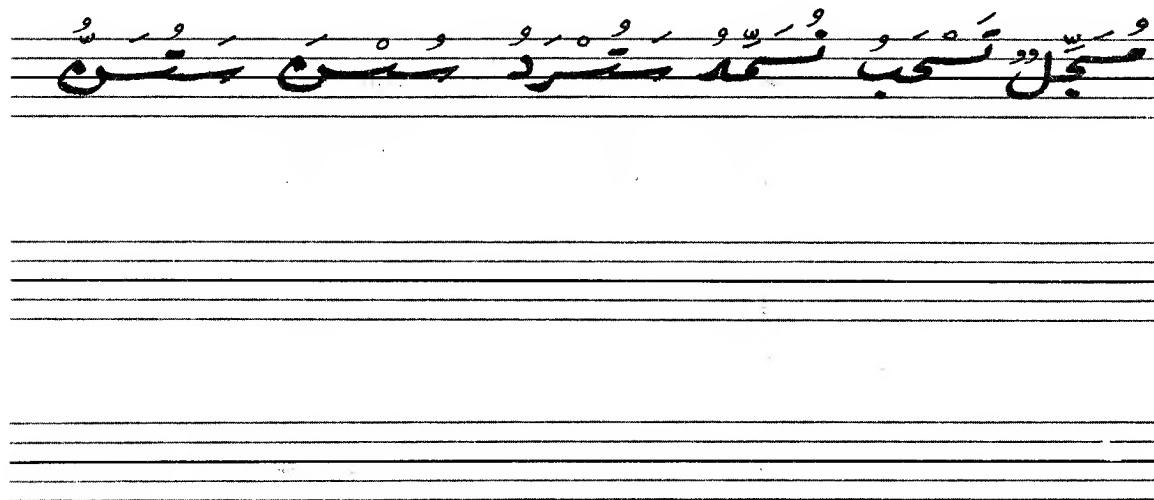
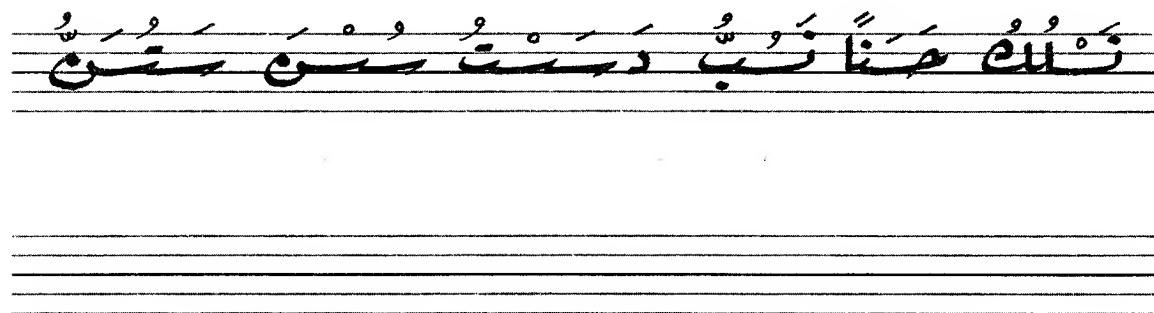
خَمْسَ تُلْمِسُ تُونِسُ تُلْبُسُ فَلْسُ تَهْسُ تُخْسِنُ  
طَرَابُلْسُ مُفْلِسُ خَامِسُ دَجِسَ دَبَسَ مَلَبِسُ  
نَجِلِسُ كَنْسَ كَنْسَنَ نَكَسَ مَائِسَ تَسْسُ جَلَسَ



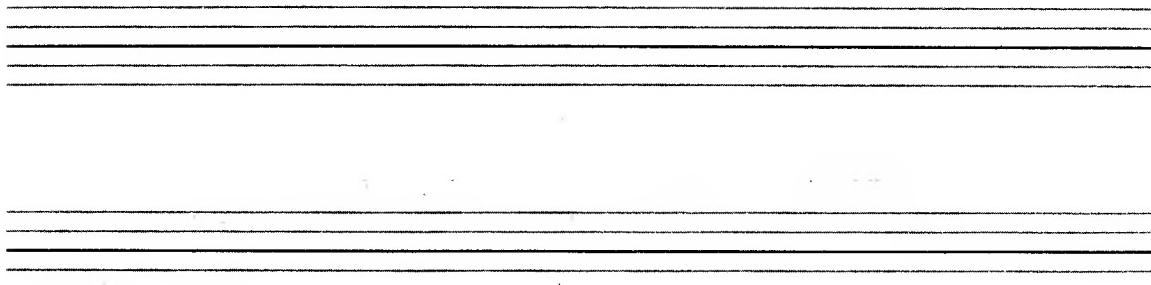
The shape  consists of two letters (siin + siin); however, the tooth can be used as the basic stroke of a medial letter:  (siin + baa' + siin),  (siin + nuun + siin),  (siin + yaa' + siin),  (siin + taa' + siin),  (siin + 0aa' + siin). Study and trace the following examples:



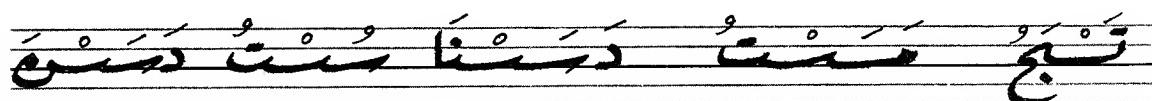
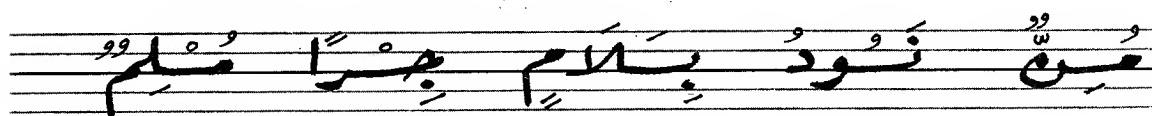
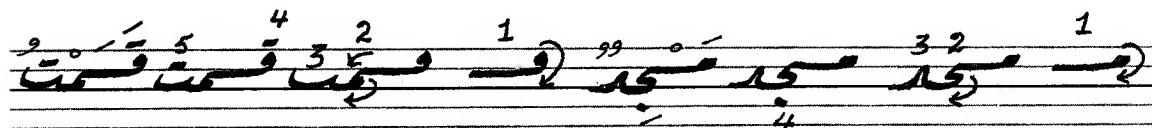
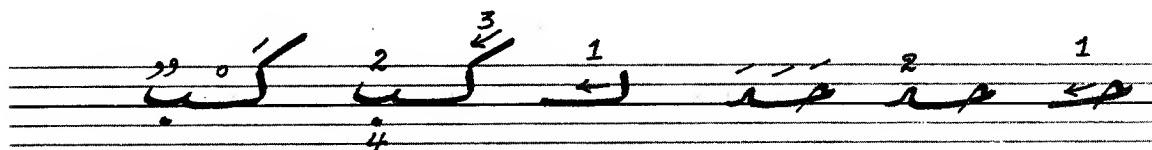
Copy each of the following sequences in the blank lines:



/sarra/, /sadda/, and /saqat/.



Medial siin in ruq'a script consists of a long horizontal line between the preceding letter and the following one. No tooth separates medial siin from the preceding letter unless that letter is also a siin (or šiin, which you will learn later). Study then trace the examples below.



Copy the following words in the blank lines:

سَاقٌ سَاقٌ سَاقٌ وَسَاقٌ

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سَاقٌ سَاقٌ سَاقٌ وَسَاقٌ

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Write out the following words in Arabic script:

/sawfa/, /sabaqa/, /sukkarin/, /salaamun/, /saahilan/,  
/sinnun/, /sanadan/, /sajjaadun/, /sal/, /samma/, /saaqun/,

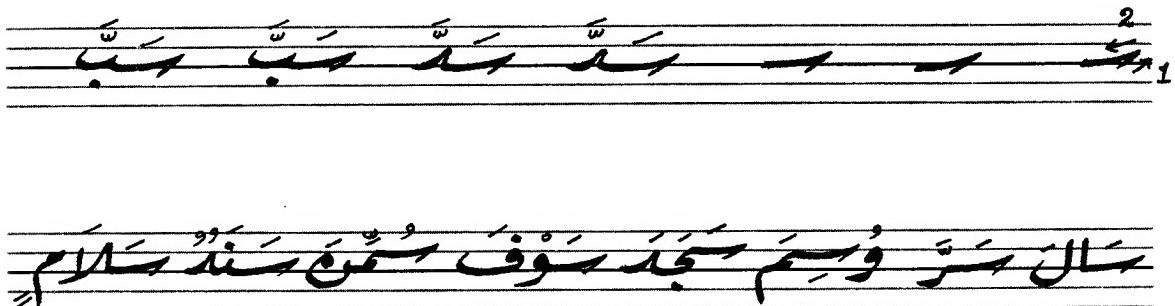
Exercise 7

دَسْ قَاسِ دَرَسَ دَرَسَنَ نَاسُ فَاسْ فَاتِنْ فَارِسْ مَارَسَ جَرَسْ جَرَيْتَنْ  
دَرَسَ دَرَسَنَ دُرَسَ دُرُوسِ كَاسِ كَاتِنَ مُدَرِّسْ نَامُوسْ نَاقُوسْ

Exercise 8

فَرَسْ جَامُوسْ مُقَدَّسْ قَدَّسَ مَلْمُوسْ تُمَارِسُ دَرَسَنَ دَرَسَ  
مَدَارِسُ كَابُوسْ قَامُوسْ لِبَاسُ دَرَسَ دَسَنَ دَبَيْنَ  
كَنَّاسْ مَحْبُوسْ مَلْبُوسْ مُدَرِّسْ مُكَدِّسِ مَارَسَ مَارَسَنَ ثُقاُسْ دَارِسْ

(2) The siin of ruqqa script differs from the corresponding nasx shape in that the former has a straight horizontal line rather than three teeth. Initial siin in ruqqa script begins with a very small slanting stroke which is written upwards. Study then trace the examples below:



Write out the following words in Arabic script:  
/Hisaabun/, /sanasbaHu/, /bisalaamin/, /jusuurən/, /jisrun/,  
/qismun/, /masjidən/, /kassarət/, /simsaarən/, /bisababin/,  
/tasuuqu/, /tasbaHu/, /tansaHibū/, /nasluku/, /musinnin/,  
/saHaaban/, /Hasada/, /mismaarin/, and /kasabtu/.

#### Dictation

Your teacher will dictate to you the following words in an arbitrary sequence:

سَلَامٌ مَسَّتُ مُسْلِمٍ حَسَنٍ جَسْرٌ سَابَ سَتْ حُسْبَ  
سَتْ سُورَ سُلُوكٌ سَجَادٌ مُسَجَّلٌ قِسْمٌ شَوْقًا

Except for having a straight line rather than three teeth, final siin in ruqqa script is like final siin in nasخ printing. Study then trace the examples below:

عَيْ مَشْ هَبْشْ خَمْسْ

طَرَابُلْسْ تُونْسْ مُفْلِسْ تَلْسْ

The shape سس consists of two letters (siin + siin), but the tooth may be used as the basic stroke of a medial baa', taa', θaa', nuun, or yaa'.

Copy each of the following words in the blank lines:

سس كسس خسس حسس نسس نسس سس

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Write out the following words in Arabic script:  
/tamassu/, /taHassasa/, /tuunisu/, /muflisin/, /malaabisu/,  
/taraabulusa/, /xamsin/, /talmasu/, /basbasa/, /nuHissu/,  
/kilsun/, /dibsun/, /labisa/, and /lamasa/.

Handwriting practice lines for the words listed above.

In ruq9a script, independent siin begins with the small upward stroke which occurs on initial siin; from then on it has the same shape as final siin. Study then trace the examples below:

جَعْلَنْ سَنْ فَارْسْ فَارْسْ دَسْ دَسْ

دَرْسْ فَارْسْ بَحْرَسْ قَامُوسْ رُوْسْ عَدْرَسْ

Copy the following words in the blank lines:

عَلَيْكَ مُكَدَّسٌ نَّاعِمُونَ لِبَاسٍ فَرَسٌ فَنَسٌ

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Write out the following words in Arabic script:

/faarisun/, /kaabuusin/, /maHbuusun/, /tumaarisu/, /naasun/,  
/jaamuusun/, /darrasa/, /mukaddasun/, /jarasin/, /qaasa/,  
/mudarrisin/, /dassa/, /ruusun/, and /qaamuusun/.

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## Dictation

Your teacher will dictate the following words to you:

كَابُوسٍ تَمُسْ جَامِوسٍ لَمَسْ فَلْسٍ سَمَكٌ سَنْسَحْبُ سُسْتٍ سَاسَ مَارَسَ حَبَّسَ مَلْبُوسٌ خَامِسٍ خَمْسٍ دَرَسَ طَرَابُلسُ قَابُوسٍ

### The letter "šiin"

(1) The consonant /š/ is represented by the connector siin. Except for having three dots on top of the basic stroke, the nasx-style siin is identical to the nasx-style siin. Study the following examples:

ش ش ش ش ش ش ش ش

Circle each *s*iin in the following sequence:

س ش س ش س ش س ش س ش

Read the following four exercises which provide drill on initial and medial šiin.

### Exercise 1

شَنَّ سَنَّ شَدَّ سَدَّ شَرِبَ شَمْلُّ شَرَفَ شَرَدَ سَرَدَ شَكَا شَمْسُ  
شَتَّ شَكَلَ شُكْرًا سُكْرًا شَقَ شَارِكَ شَحَنَ شَامِلُّ شُرْبُ

### Exercise 2

شَحْنَ شَحْنًا شَانَ شَوْقٌ شَرِكَاتٍ شَاقٌ شَحَ سَرَّ  
 شَارِيًّا شُطٌّ شَطْرًا سَطْرًا شَرْقٌ شَتَّتَ شُرُوطًا فَاشِلٌ  
 تُوشِكُ نَاسِرُونَ شَازٌ كَافِي شَرَدَ شَدَّتْ شَوكٌ شَاجِنَاتٍ

### Exercise 3

فَشِلٌ نَشَرَبُ بَشَرَ بِشَرٌ نَشَطَ نَشَاطٌ كَشَفَ تَشَرَبُ  
 نَشَرَ نَشَرُ مَشَطَ نَشُكُ تُشَارِكُ مُشَرَّكٌ بِشَرْطٍ نَشِيرٌ تَسْرٌ

### Exercise 4

بِمَشْقُ تَشْرَحُونَ مُشْرِقٌ مُبَشِّرًا مَشْمُولٌ تَشْكُرُونَ مُحْتَشِمٌ  
 حَشَدَ حَسَدَ مَشْرُوبَاتٍ تَشَرَفَنَا مُشَرِّفًا تَشْتَهِنَونَ مَشْحُونُ نَشَاطًا  
 بِشَرَّا تَشَرُّبٌ حَشْدُ حَشْرَجَ تَكْسِفُونَ مَنْشُورَاتٍ مَشْرِقٌ

Read the next four exercises which provide drill on final and independent siin:

### Exercise 5

حَشَ بَشَ جَسَ جَشَ نَكَشَ فَتَشَ نَاقَشَ نَقْشٌ  
 نَقَشَ كَبَسَ كَبَشَ مِشْمِشُ كَبُشُ نَقْشُ نَبَشَ

Exercise 6

نَاقَشْ مُنَاقِشْ مُنَافِسْ فَاجْشْ فَحْشْ حَبَشْ  
تُوقَشْ تَقَشْ كَبْشْ نَفْشْ تَمْشِ تُنَاقِشْ حَبَسْ  
خَشْ مُغَنِشْ فَتَشْ تَشْ قَشْ قَسْ نَقَشْ

Exercise 7

فَرَشْ شَاكُوشْ وَرَشْ وَرَسْ كَدْشْ حَشَشْ جَرْشْ  
فَرَّاشْ كَبَاشْ نَقاشْ نَقاشِي نُقاُسْ كِبَاشْ

Exercise 8

مَنْقُوشِي مَارَسْ شَاكُوشْ حَشَاشِ خُشَاشِ تَلَاشِ  
مَوَاشِ مُحَشَّشْ مُتَلَاشِ تَغْرِشْ فَرَّاشِ حَشَشْ  
نَاسُ مَغْرُوشِ نَقاشِي فَرَّاشِ فَرَسِي مَنْقُوشِ

(2) In ruq9a script šiin is characterized by a semi-circular, suprascript stroke which corresponds to the three dots of printed šiin; otherwise, the shapes of ruq9a-style šiin are identical to those of ruq9a-style siin. The supra-script stroke of ruq9a šiin is the same as that of ruq9a θaa'; with šiin, the suprascript stroke is above the middle point of the horizontal line.

Study then trace each of the following words:

نَاقَشَ بَرْ وَ شَنَ شَقَّ

شَرِبَ تَشَرِبَ بَحْشَ تَلَاهَشَ قَتْشَ تَشْمَلَ

كَبَاشَ حَشَشَ حَمَّةَتْ حَمَّنَنا

تَشَهِّرَبَ شَجَرَ شَمَلَ تَشْمَلَ

Copy the following sequences in the blank lines:

سَهَدَتْ فَلْلَوْ شَكَلَ دَمْشَقَ شَكَرَا شَفَنَ حَمَّةَتْ

حَسْنَى وَرَسْنَى مُنَاقِصٌ نَقَاصٌ مُفْتَشٌ

.....

.....

فَاحْسِنْ مُنْهَمْ تَخَلُّدْ شَمْلَى شَنْيْ فَخْمَى

.....

.....

Write out the following words in Arabic script:

/ṣaribat/, /ṣamila/, /maṣriqin/, /nuuqiṣa/, /faṛraqaṣun/,  
/ṣaakuuṣun/, /tamṣi/, /naṣaaṭan/, /satuṣrifu/, /ṣarqan/,  
/miṣmiṣun/, /Haṣṣaṣa/, /naqqaṣin/, /faaṣilun/, /ṣaṭṭin/,  
/naṣṣabu/, /naaṣiruuna/, /tanṣuruuna/, /fattaṣa/, /firaṣin/,

and /muHta\$imun/ .

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### Dictation

Your teacher will dictate the following words to you:

تَشْرُحٌ شَوْقًا فَرَاشٌ شَاكُوشٌ نَّقَشٌ تُنَاقِشُ مَشْرُوبَاتٍ كَبْشٌ بَشَرًا حَسَدٌ شَحَنَ سَتُشْرِفُ تُحَشِّشُ

### Review

(a) Practise reading the following items until you can recognize them easily.

شُكْرًا سَبُورَاتٍ سَبُورَاتٌ شُبَّاكٌ سَبَّاكٌ دِمْشَقَ دِمْشَقَ

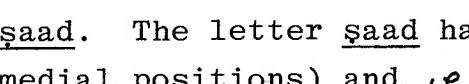
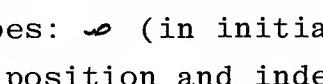
(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

شَبَّاكٌ شَكْرًا سِبُوراًتِ دَمْشَقْ

شَبَّاكٌ شَكْرًا سِبُوراًتِ دَمْشَقْ

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

#### The letter "saad"

The consonant /š/ is represented by a connector called saad. The letter saad has two shapes:  (in initial and medial positions) and  (in final position and independently). The following are examples of initial and medial saad:

س س س س س

س س س س س

Notice that the initial and medial forms of saad are characterized by a tooth after the loop.

The following are examples of the final and the independent forms:

س س س س س

س س س س س

Place a circle around each saad in the following sequences:

ص ح ح ج ع ض ع خ ح س ش ف ص ف ض ق ط ح س ط

ب ح ط ف ح ق ع ح ح ض ش ح س ح ع ح س ط ظ ع

ص ض ق م ص ف س ص ق ف ف ح ح ح ق ق ض ص ش س س ح

Read the following exercises:

Exercise 1

صَبَّ صَدَّ مَدَّ صَبَّاً حَصَرَ صَدَّ حَصَرَ صَدَقَ صَدَقَ  
صَاحَ حَامَ وَصَلَّ وُصُولٍ صُدُورٍ صَدْرًا صَافِ نَاصِيرٍ

Exercise 2

صَبَّاً حَصَبِيْ صُحْفَاً صَارَتْ صَمَّ صَوْتٌ صَفَّ  
صَنَعَ صَارُونِيْ صَبَرَ صَارِمٌ صِغْرَاً صَلْحَ صُورٍ وَصَلْلُ  
صَرَفَ صَرْفٌ صَفُّ صُفُوفَاً صُندُوقٍ وَصَفَ صَلْحَ

Exercise 3

تَصِلُّ نِصْفُ مِصْرُ بَصَلُّ بَصِيرٍ قَصْرًا قَفْرًا قَشْرًا  
قَصَدَ فَصَلَ فَصَلَ قَصْبُ قُصُولٌ بَصِيرٍ قَصْلٌ تَضْبُو

Exercise 4

تَصْمِتُ مَصْمَتُ قَصَمَتُ تَصِلُونَ نَصْدُرُ تُصَدُّرُ نَسْرُ  
مِصْبَاحٌ نَصْرًا نَفَرًا نَصَابُ نَصَبَ مَصَادِرُ مُصْلِحًا مُصْلِحٌ  
نَصُومُ مُصَدِّرُ تَغْصِلُ مُغَصِّلٌ تَبَصَرُ نَصْفُ تَصْبُحُ تَطْلُبُ

### Exercise 5

نَصْ نِنْ نَقْصَ مَصْ لَصْ لَقْنَ تَلَصِّصَ نَقْصَ قَلْصَ حَبَسَ  
تَلَصِّصَ قَفْصُ قَانِصُ رَقَصَ رَاقِصُ قَنْصَ تَقْنَصَ نَبَشَ

### Exercise 6

تَلَصِّصَ نَرْقُصُ تُقْصَ رَقَصَ نَاقِصُ بَضْبَصَ تَقْنَصَ  
تَلَصِّصَ نَقْتَنِصُ مُمْتَصَّ تَنْصَ نَصْ تَقْمَصَ قَصَّ  
قَمَصَ نَصْ رَاقِصِي نَصْ قَانِصُ نَنْصَ قَفَصُ

### Exercise 7

قَرَصَ قُرْصُ بَوْصِ لُصُوصِ قَارِصُ رَصَ قَاسِ  
قَنَاصُ قَصَاصُ رَصَاصِ قُرْصُ قَرَصَ قَرَسُ

### Exercise 8

مَنْقُوصِ رَقَاصُ مَمْضُوصِ رُبَّاًنْ لُصُوصِ قَنَاصُ حَرْشُ  
قُرِصَ بَاصَ مَنْصُوصُ نَصَناصُ نَصَاصِ قَصَاصِ جَدَافَ  
قَرَصَ رَصَاصِ مَفْصُوصِ رَقَاصِ قَصَاصِ فُرْصُ خَرَقَ

(2) Like its counterpart in nasx printing, saad in ruq9a script has two shapes. It is important to remember that, unlike taa' and daa', saad always has a tooth before the following letter.

Initial saad is written by first making an oblong loop similar to that of taa' and daa', then adding a tooth immediately after the loop. The circle of initial miim and the circle of initial saad differ in that the former is smaller, blocked, and not followed by a tooth. Study then trace the examples below:

حَسَنٌ حَسَنٌ حَسَنٌ حَسَنٌ

حَسَنٌ وَحَسَنٌ حَسَنٌ حَسَنٌ حَسَنٌ

When it precedes a descending letter, the tooth of saad is raised slightly above the middle line, thus assuming a bridge shape. Compare the shape of saad in the first line with its shape in the second line:

حَسَنٌ حَسَنٌ حَسَنٌ حَسَنٌ

حَسَنٌ حَسَنٌ حَسَنٌ حَسَنٌ

Copy the following words in the blank lines:

حَكَمْ وَهَدَنْتْ صَرَخْ صَبِيبْ حَمْنَتْ صَبَاعْ حَمْتْ

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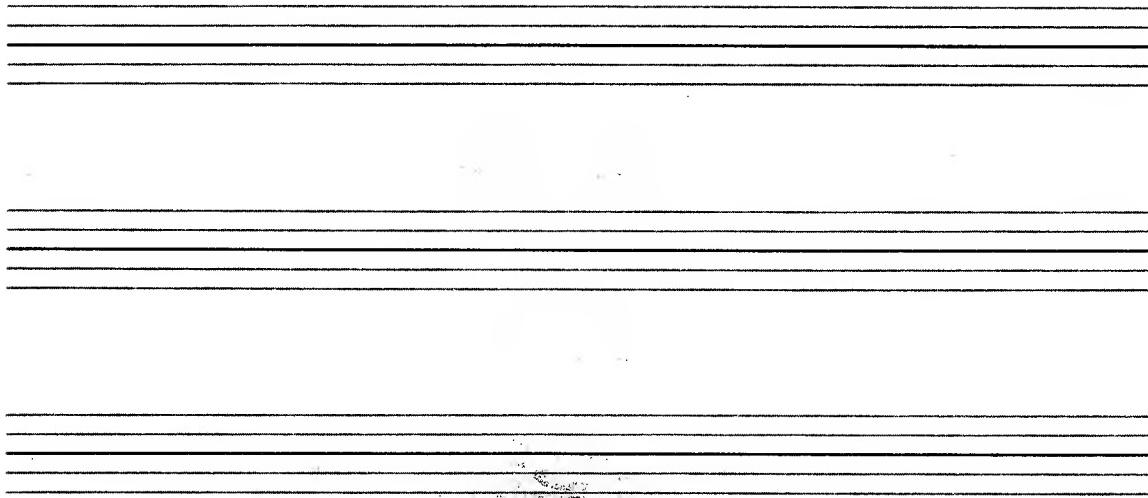
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Write out the following words in Arabic script:

/şufuufun/, /şadrun/, /waşalti/, /şaaHiban/, /şarraHa/,  
/şabran/, /şifrun/, /şabaaHan/, /şaama/, /şaraftu/, /şaxiba/,

/waṣama/, /ṣawwara/, /ṣumuudun/, and /ṣaHaa/.

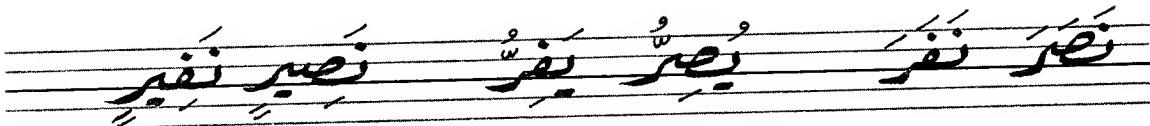


Like that of medial taa' (or daa'), the loop of medial ṣaad should be written slightly above the middle line. It must be emphasized that the loop of medial ṣaad is followed by a tooth whereas the loop of medial taa' (or daa') is not. Study then trace the following examples:

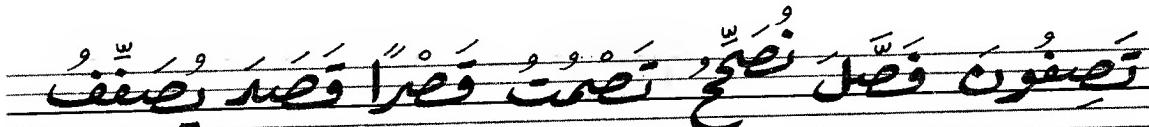
رَجَلٌ رَّجُلٌ رَّجْهَنْ وَطَبَقَ وَصَبَ وَصَلٌ

رَجَلٌ رَّجُلٌ رَّجْهَنْ وَطَبَقَ وَصَبَ وَصَلٌ

The circle of medial saad and the circle of medial faa' differ in that the former (1) is larger, (2) is followed by a tooth, and (3) is written with its base rising slightly above the middle line. Study the following examples:



Copy the following words in the blank lines:



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When the tooth of initial or medial saad is followed by two or more other teeth, every other tooth is prominent; it must be emphasized, however that the last tooth is never prominent, and that a prominent tooth does not occur before a bridge. Study then copy the sequence of words given

below:

حَدَّتْ نَحْبِبْ حَدَّنَا حَبِّيْعْ رَحْبَبْ

Write out the following words in Arabic script:  
/qasa**b**un/, /ni**ş**fun/, /muşaHHaHin/, /qa**ş**ada/, /ta**ş**duru/,  
/mu**ş**awwarun/, /mi**ş**ru/, /bi**ş**amtin/, /na**ş**ran/, /nu**ş**annifu/,  
/ba**ş**alan/, /fa**ş**lin/, /mi**ş**baaHan/, /na**ş**abataa/, /na**ş**sabaa/,  
/nassabtanaa/, /sa**ş**abtunna/, and /sa**ş**abtu/.

### Dictation

Your teacher will dictate the following to you:

وَصَلَنَا تَصْمِتُ مِصْرُ صَرَقْتُمْ نَاصِرٌ مُصْلِحٌ صُفُوْفًا نَصَابٌ صَدَرَ  
مُصَدِّرُونَ مَصْحُوبًا قَصْرًا صُحْفٍ قِصْتَنَا قَصْمِتُ قَصْبَاتَانِ نَصَبْتُنَّ

When writing final saad, one completes the oblong loop, then makes a very short upward stroke which is traced downward in the process of making the semicircle. Study then trace the examples below:

رَجَعَ نَصَّ نَصَّ رَوْحَنَ رَوْحَنَ

Copy the following words in the blank lines:

لَعْنَ قَانِصٍ نَفَصُّ وَفَصُّ تَفَاصِنَ نَصَّ

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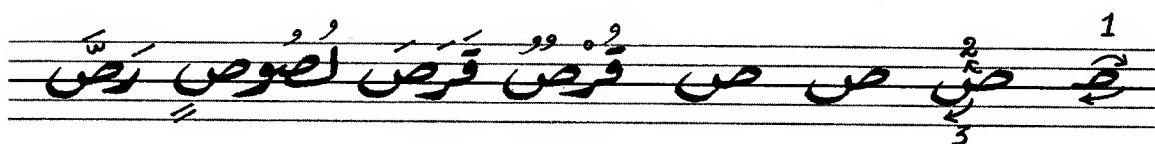
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Write out the following words in Arabic script:  
/narqusu/, /tanuṣṣu/, /qassā/, /qafaṣun/, /naqṣin/,

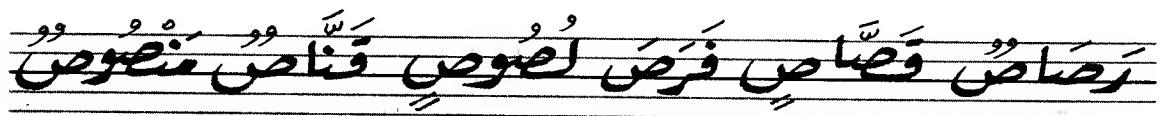
/maṣṣa/, /lissun/, /mumtaṣṣin/, /qaanisun/, and /nuṣṣa/.

Handwriting practice lines for the words /maṣṣa/, /lissun/, /mumtaṣṣin/, /qaanisun/, and /nuṣṣa/.

Independent saad is the same as final saad except that it is not joined from behind and its oblong loop is thus on (rather than above) the middle line. Study then trace the examples below:



Copy the following words in the blank lines:



Handwriting practice lines for the word رَحْصَاصٌ وَحَصَاصٌ فَرَصَاصٌ لُّصُوصِيَّ رَحْصٌ.

Write out the following words in Arabic script:  
/raqqaşun/, /furaşun/, /raşaşaşin/, /qannaşaşun/, /buuşun/,  
/raşşa/, /qaraşa/, /qişaşaşin/, /qannaşaşun/, /mamşuuşun/,  
/manquuşin/, /luşuuşin/, /taqallaşa/, and /xaalisin/.

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#### Dictation

Write out the following words as your teacher dictates them:

رَقَّاصٌ مَصْ نَصْ قَنَاعِي نَاقِصًا

تَلْعُصَ قِصَاصٍ قَصَاصٍ فُرْصٌ رَصَاصٍ

#### The letter "daad"

The consonant /d/ is represented by the letter daad. The shapes of daad are identical to those of saad in all respects except that daad has a dot above the oblong loop. Circle each daad in the sequences below:

ض ض ص ض ض ص ص ف ض صن ض ف ص ص

ص ص ف ض ص صن ض ض ف ض ط ض ط ق ض فن ض ض ص

Read the following exercises:

Exercise 1

ضَارُّ فَارِ فَرَّ ضَرَّ ضَلَّ قَلَّ ضَمَ ضَرَبَ ضَارِبٌ فَاضِلٌ ضَابِطٌ  
ضَرِمَ ضَحِكَ ضَجَّ ضَبَطَ فَخَمَ ضَخَمَ ضَبَابٌ ضَارِ ضَارِّ

Exercise 2

ضَرَبَاتٍ ضُمِنَ ضَوَاحٍ حَاضِرًا حَافِرًا مُحَاذَرَاتٍ ضَارِ ضَابِطًا  
ضُبَاطٍ ضَلَالًا ضَاحِكًا ضَخْمٌ ضِخَامٌ ضَحِكَ ضَرِمَ ضَبَابٌ  
ضَارِمًا ضَنَنَ فَنُونَ ضَارِبًا ضَمَدَ ضَمَانٌ ضَاقَتْ فَاقَتْ

Exercise 3

حَضَرَ حَفَرَ حَضَرَ قَضَتْ قَتَّ مَضَتْ حَضَارَاتٍ تَضَرِبُ نَضَرِبُ  
فَضَلَّ تَفَضَلَ فُضَلَ تَضَحَكُ نَضَحَكُ نَسْرُ تَسْرُ تُحَضِرُ تُحَفِرُ

Exercise 4

حَضَرَ تَقْضُونَ تُخْمُ تَضَخُّمٌ مَضَرِبٌ مُضَافًا مُضْرَأً مَفَرًا  
مُضِحَكٌ فَضَلَتْ تَحْضُرُ بَضَمَ تَفْلُونَ تَضِلُّونَ مُضِرًا مُضَافٍ  
تَضَحَكُونَ تُضَرِمُ مُضَطَرِمٌ مُضَلَالًا مِضَارِي مَضْمُونٌ مُضِحَكٍ

Exercise 5

قَضَ حَضَّ نَفَقَ نُفِقَ تَبَضَّ نَقَضَ نَقْضَنَ رَفَضَ نَابِضُ  
فَضَّ نَاقِضُ حَنَّ حَضَّ حَصَنَ تَبَضَّ تَحْضُ فَضَّ فَنَّ

Exercise 6

نَقَضَ تَمْضِ حَرَضَ تَنْقَضُ نَرْفُضُ مُنَاقِضُ رَقْضَنَ  
تَمْخَضَ تَنَاقَضَ تَنْبِضُ نَفَضَ تَنْفُضُ نَقَضَ نَمْضِ نِمْنَ تَرَبِضَنَ

Exercise 7

قَاضِ فَرَضَ مَرِضَ مَرَضُ فَرَضُ رَاضِ فَاضِ فَانِ يَحْرِضَنَ  
تَمَارَضَ فَارِضُ فَرِضِ مُرِضِ مُعْرِضُ تَفْرِضُ تَفَرِضَنَ

Exercise 8

مُخَاضِ قَرْضُ قُروِضِ نَفَرِضُ مُفَرِّضُ قُروِنِ  
مُنْقَرِضُ مَنْقُوضِ قَاضِ مَغْرُوبِ مَاضِ مُسْتَفَانِ  
مَرْفُوضِ فَاضِ فَضِّ مُتَفَاضِ فَارِضُ رَاضِ

The loops of saad and daad are written in exactly the same way. The dot of daad is placed above the loop after the whole joined sequence has been written. The loop of daad and that of faa' differ in that the former is larger and must be followed by a tooth; besides, the loop of daad in initial position does not have a vertical neck. Study

and trace the following examples:

خَادٌ فَرَضَ رَجُلَيْ خَادِمٍ خَادِمٍ خَادِمٍ

بَخْشٌ رَّفُضُ وَضَّرَعَهُنَّ نَأْوَضَ تَقْضَى رَفَضَ

خَرَضْتَنَا خَرَضْتَنَّا وَخَسْتَ خَسْبَنَّا

# مَرْضٌ فُرِضٌ رَاضٌ مَنْخَاضٌ

Copy the following sequences in the blank lines:

ضَادٌ ضَرٌّ ضَنْمٌ حَسْنَرٌ خَلْمٌ نَقْصٌ نَاقْصٌ فُرْوَضٌ

خَبَّابُ خَبَّابُ خَبَّابُ خَبَّابُ خَبَّابُ

Write out the following words in Arabic script:

/didda/, /tađHakunna/, /Hadđa/, /faađin/, /rafada/,  
/nabađa/, /mađat/, /tufaddilu/, /darabat/, /qardđin/,  
/qadđa/, /tamaarađa/, /Hadartum/, /naabitun/, /daabițan/,  
/daxmun/, /qađat/, /tamaxxada/, /nafađat/, /nafadđtunna/,  
/rafadatnna/, and /tarfuđnanaa/.

## Dictation

Your teacher will dictate to you the following words in an arbitrary sequence:

ضَبَاطٌ رَاضٍ نَبَضَ قَضَتْ مَرَضٌ تَضَرُّ

مُضِحٌكٌ مُحَاضَرٌ تَضَامَنَ نَرْفُضُ نَفْتَرُضُ

### The letter "yaa'" as a consonant

The consonant /y/ is represented by the connector yaa' which is characterized by two subscript dots. Initially and medially, the basic stroke of yaa' is identical to that of baa', taa', θaa', and nuun; the flourished form of yaa' (which occurs finally and independently) has its own basic stroke.

Study the following examples of initial and medial yaa':

ي ي ي ي ي ي ي ي ي ي ي ي ي ي

Study the following examples of final and independent yaa':

ي ي ي ي ي ي س ي س ي س ي س

In the sequences below, circle each yaa':

ب ي ب ت ي ب ب ب ب ب ب ب ب ب

س ي ب ت ب ب ب ب ب ب ب ب ب

س ي ي س ب ب ب ب ب ب ب ب

Read the following exercises which provide drill on initial and medial yaa'.

Exercise 1

يَصِلُّ بَصَلٌ يَشْرُبُ يَتَمُّ يَصْفُ يَمْرُ يُوَضُّفُ يَمْوُ يَمْنُ  
يَدَا بُدَّا يَاسِرٌ يُونَانُ يَشْكُ يَقْفُ يَا سُورِيَا زَوَايَا

Exercise 2

يُخْضُرُ قَضَايَا يَتَكَلَّمُ بَلَدَا يَلِدُنَ يَكْتُبُونَ رِيَاضِ  
وَلَا يَاتِ يَسَرَ يُصَحُّ يَيْنُونَ تُفَكَّرُ يُفَكَّرُ يَا فَا يَرْفُضُ  
يُونُسُ يَدَا بَدَا يَابِسُ بُورِكَ تُضَافُ يُضَافُ يَمْدُ

Exercise 3

بَيْنَ بَيْتُ بُبُوتٍ حَيْثُ قَيَّدَ سَيَّرَ سَيَّارَاتٍ سَيْفٍ  
صَيْفٍ طَيَّبَ طَيَّرَانُ لَيْسَ بَيْرُوتُ سَيَّدُ جَيْشًا كَيْفَ

Exercise 4

جُيُوشٍ حُسَيْنٍ ضَيْقَ سُيُوفًا طَيَّارًا حَيَوانَاتٍ لَيْتَ  
حَيَارٍ صَيْدَا تَيْمُورٍ قَيَّدَ قُيُودًا طَيْرٌ بَيْضٌ شَيْخًا  
جُيُوشٍ ضُيُوفٍ صِيَامٍ تُرْكِيَا رُوسِيَا سَيَّدَاتٍ حَيَارٌ

Now read the next four exercises which provide drill on final and independent yaa':

Exercise 5

كُرْسِيٌّ لَقِيَ رَضِيَ كَيْ لَكِ حَيٌّ فِي سُعِيَ  
حَفِيَ قُضِيَ تُرْكِيٌّ فَرَسِيٌّ مُنِيَ حَفِيَ بُنِيَ

Exercise 6

قُضِيَ لُبَانِيٌّ رَسِيٌّ بُولُونِيٌّ يُونَانِيٌّ فَرَنْسِيٌّ  
سُودَانِيٌّ يَمَنِيٌّ مَبِنِيٌّ لِيَحْمِيَ ظَبِيٌّ يَمِشِيَ يَقْصِيَ  
يَمْضِيَ كُرْسِيٌّ لَكِيَ يُرْضِيَ تُونْسِيٌّ حَيٌّ صَبِيٌّ

Exercise 7

زِيٌّ قَوِيٌّ مَادِيٌّ جِدِّيٌّ وِدِّيٌّ ثَرِيٌّ بَدِّيٌّ سُورِيٌّ نَقْدِيٌّ  
ثَرِيٌّ مِصْرِيٌّ بَرِّيٌّ كَنْدِيٌّ شَوْرِيٌّ نَبِيٌّ مَدَنِيٌّ رَيٌّ جُنْدِيٌّ

Exercise 8

جَذْرِيٌّ فِكْرِيٌّ مَارِيٌّ جَذْرِيٌّ حَضَرِيٌّ سَاءِويٌّ مِصْرِيٌّ  
فَرْدِيٌّ صَدِّرِيٌّ بُولَنْدِيٌّ جُنْدِيٌّ فَوْرِيٌّ فِطْرِيٌّ نَقْدِيٌّ  
بَدِّيٌّ جِدِّيٌّ فَخْرِيٌّ قَوِيٌّ مَدَرَسِيٌّ مِصْرِيٌّ شَوْرِيٌّ سُورِيٌّ

The writing of initial and medial yaa' poses no problem: the basic strokes are identical to those of initial and medial baa', taa', Qaa', and nuun; a short horizontal line (corresponding to the two dots of the nasx-style letter) is written under the basic stroke. Study then trace the examples below.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَوْمٌ زَوَالاً كَفَرَ بَارِكَ طَهُرَ عَوْتَ فَطَمْ

Copy the following words in the blank lines:

بَرْوَتْ يُورْفَةْ بَيْتْ حَسَدْ بَكْبَشْ وَلَدَيَانْ حَلْبْ سَلَيْمانْ

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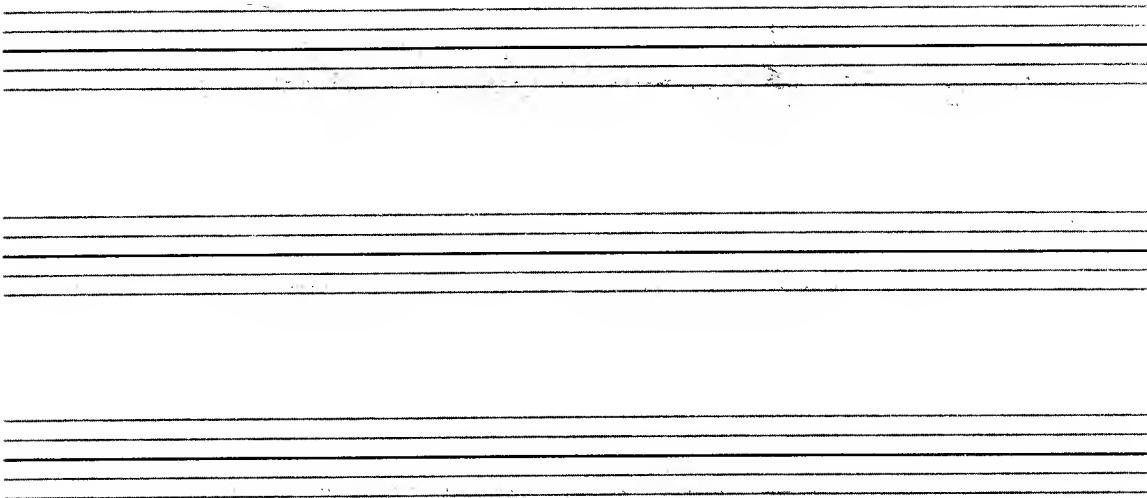
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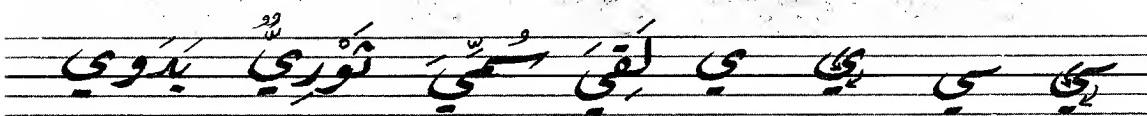
Write out the following words in Arabic script:

/laysa/, /yawman/, /riyaadun/, /suuriyaa/, /suyuuxin/,  
/ruusiyaa/, /yaṣrifu/, /wilaayaatun/, /ṭayyibin/, /sayyidan/,  
/yarfuḍu/, /yadun/, /bayna/, /baytan/, /yaHṣudu/, /yamallu/,

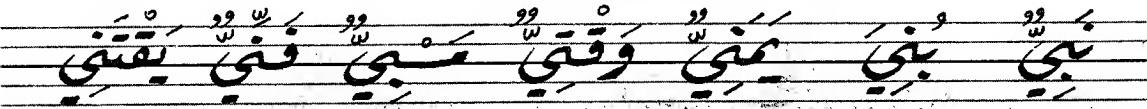
and /maymuunun/.



Flourished yaa' has its own special form in the ruq9a style (as it does in the nasx style). After the basic stroke has been completed, a short subscript line is written. Study then trace the examples below.



Before final yaa', the basic stroke of medial baa' (or of any medial letter related to baa') assumes a bridge shape.\* Study and trace the following words:



\*Remember that final yaa' is one of the descending letters.

Copy the following sequences in the blank lines:

رَضِيٰ لَكَ رَبِّيْ كَرِيْمِيْ سُورِيْ مَحْمِدِيْ يَعْنِيْ

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An initial baa' (or any initial letter related to baa') and a final yaa' combine to produce a special form. Trace the following words, then reproduce them in the blank lines:

كَلَابِيْ ذَانِيْ كَوْنِيْ وَرَانِيْ

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The same form of final yaa' is used after an initial faa', qaaf, kaaf, or laam. Trace the following words, then reproduce them in the blank lines:

صَرْفِيْ بَرِقِيْ تَرْكِيْ مَهْلِيْ مَنْكِيْ بَصَلِيْ

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Write out the following words in Arabic script:

/ṣadriyyun/, /raḍiya/, /faṛansiyyin/, /θariyyun/, /laqiya/,  
/likay/, /ziyyin/, /maHalliyyun/, /jundiyyun/, /yamdiya/,  
/θawriyyun/, /lubnaaniyyun/, /suuriyyin/, /manfiyyun/,  
/naqdiyyun/, /tuwiya/, /miṣriyyin/, /turkiyyin/, /buniya/,  
/maadiyyun/, /rasmiyyun/, and /fardiyin/.

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### Dictation

Your teacher will dictate the following words to you:

يَهِيشِي مُنِي بَرَّيْ جُنْدِي شَورِي رَشِي فَرَنسِي سُورِي سَعِي يُونَانِي  
كُرْسِي حَيْ قَوْيٌ لَيْتَ بَيْتٍ يَنَامُ شَيْخَانِ حَرْبِي بَرْقِي بَيْرُوْتِي  
مَحْكِي كُحُولِي تَنَاسُلِي

Review

(a) Practise reading the following items until you can recognize them easily.

سَيَّارَاتٌ مِنْ سُورِيَا	بَيْتُ بَيْتًا بَيْتٍ
يَدُكَ وَيَدُكِ	جَيْبٌ جَيْبًا جَيْبٍ
بَيْرُوتُ وَشُونُسُ	كُرْسِيٌّ كُرْسِيًّا كُرْسِيٌّ
صَفَ وَطَلَابٌ	مَدِينَى مَدِينَى مَدِينَى
مَقْرَنَا وَمَقْرُكُمْ	جَيْشٌ مِصْرَ وَجَيْشٌ سُورِيَا
مَنْدُوبٌ مَصْرِيٌّ وَمَرَايَاتٌ تُرْكِيَّاتٌ	جُنْدِى تُرْكِيٌّ وَضَابِطٌ مَصْرِيٌّ
مَنْدُوبُونَ مِنْ مِصْرَ وَمَنْدُوبَاتٌ مِنْ تُرْكِيَا	مُرَايِلٌ خَاصٌ

صَدِيقُكَ مُوَظِّفٌ وَصَدِيقُنَا صُحْفِيٌّ  
مَعْرِضٌ مَدَرَسَتَنَا مَصْرِيٌّ وَمَرَضَا تُ مَدَرَسَتُكُمْ سُودَانِيَّاتٌ .  
كَيْفَ حَالُكَ ؟ بِخَيْرٍ . شُكْرًا .

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

سياراتٌ من سوريا	بيتٌ بيّتاً بيتٍ
يدُك ويدُكِ	جيّبُ جيّباً جيّبِ
بيروتٌ وتونسُ	كرسيٌّ كرسياً كرسىٌّ
صفٌّ وطلابٌ	مدنيٌّ مدنياً مدنىٌّ
مقربنا ومقركم	جيّش مصر وجيش سوريا
مندوبٌ مصريٌّ ومراسلاتٌ تركيّاتٌ	جنديٌّ تركيٌّ وضابطٌ مصريٌّ
مندوبون من مصر ومندوباتٌ من تركيا	مراسل خاصٌ

صديقك موظفٌ وصديقنا صحفيٌّ  
 معرض مدربتنا مصريٌّ ومعرضاتٌ مدربتكم سودانياتٌ.  
 كيف حالك؟  
 بخير. شكرًا.

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

#### The letter "haa'"

(1) The consonant /h/ is represented by the connector haa' which has four shapes in nasx printing: ه (in initial position), هـ (in medial position), هـ (in final position), and ه (when independent).

Study the following examples of haa':

هـ هـ هـ هـ

هـ هـ هـ هـ

Circle each haa' in the following sequences:

ح ه خ ب ه ة غ ف ث ع ه و و ة ب ب ه غ ب ص ض  
ع ه ف ز ة ظ ه ي ب س ش ص ع ه و و ه و ن ب

Read the following exercises:

Exercise 1

هَوْاْنْ حَامَ حَامَ حَالَ رَبَّ هَبَّ هَلْكَ  
هَاجَ هَزِلِّيْ هَجَرَ هَضَابُ هَنْدِيْ هَيَ هُمْ هُنَّ هُوَ

Exercise 2

مَهْجَرِ مَحْجُوزُ نُهَاِجُمُ يَهُونُ تَهَدَّمَ مَهْجُورِ  
مُهْمَلٌ مُهْنَدِسُ سَهْلٌ تَهَلَّلَ مُهْمَمٌ سُهْولٌ  
تَهْوِرٌ مُتَهَاوِنٌ نَهَارٌ هَيْهَاتٌ مُهَانَا جَهَاتٍ

Exercise 3

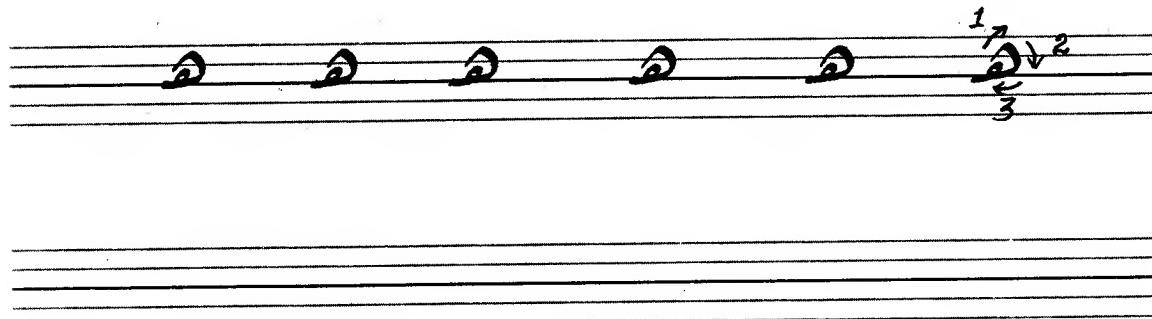
لَهُ كِتابُهُ مِنْهُ وَطَنُهُ سَيَارَتُهُ بَيْتُهُ سَيَارَتُهُ  
كَلِمَتُهُ بَيْنَهُ مَالُهُ قَلْمَهُ مَدْرَسَتُهُ مَذَاقُهُ

### Exercise 4

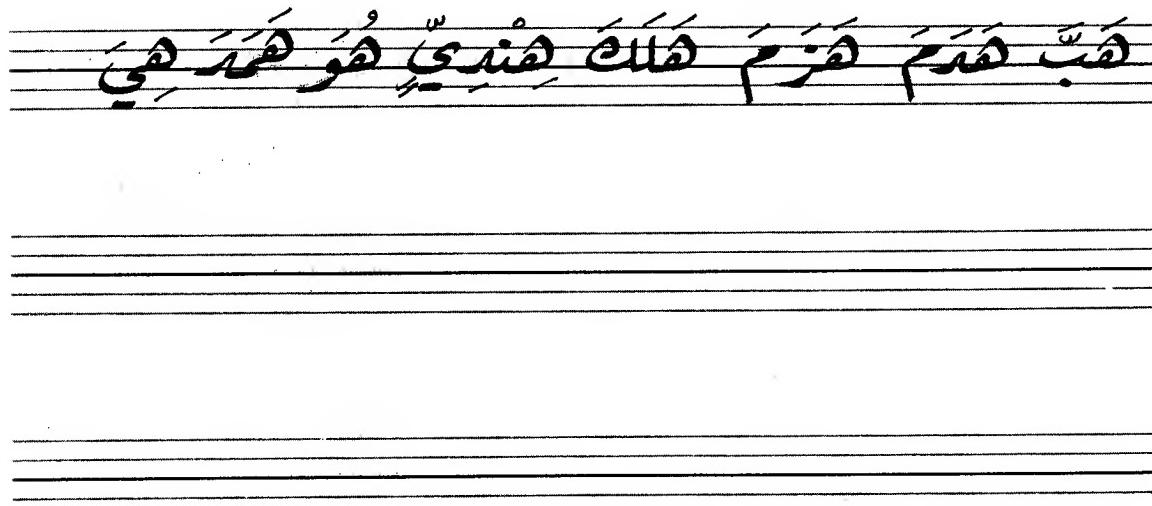
لَهُوَ فَاهْ لَاهْ فَدَاهْ يَدَهْ رَفَرَهْ قَدَّمَهْ

**قَتْلُوهُ طَارِدُوهُ نَسْوَهُ نَزَّهُ مَتَّزَهُ نَفَاهُ مَنَّاهُ**

(2) In ruq'a script, the writing of initial haa' requires three strokes: the first stroke is a short slanting line written upwards; the second stroke is a slightly slanted, slightly curved line written downwards; and the third stroke resembles a medial faa' (without the dot) written a very short distance to the right of the first stroke. Trace the following examples then reproduce them in the blank set of lines:



Copy the following words in the blank lines:



Write out the following words in Arabic script:  
/hadama/, /halaka/, /haykalun/, /hudhudun/, /hammaani/,  
/haajara/, /haama/, /hum/, and /hazama/.

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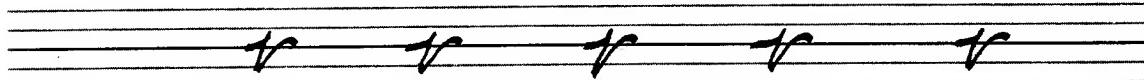
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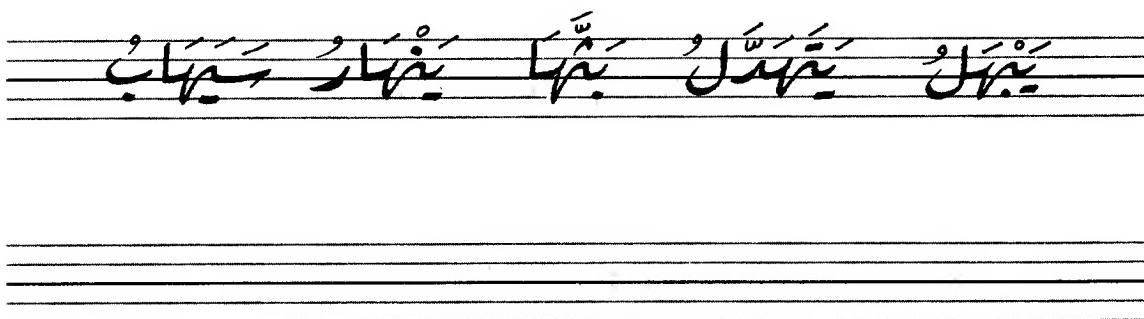
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Study and trace the following examples of medial haa':



The only rise which may occur before medial haa' is the bridge-shaped stroke which constitutes the positional variant of a tooth.\* Trace then reproduce the following words:



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\*Remember that medial haa' is one of the descending letters.

صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كَلْمَانْ جَهَاز

A word like /kahlun/ should be written neither as  (with a tooth before medial haa') nor as  (with a hump before medial haa').

Medial haa' is sometimes followed by a downward curve and other times by a tooth ; the downward curve occurs before descending letters, and the tooth occurs elsewhere. Study and trace the following examples:

# مُحَمَّدٌ رَّاجِعٌ قَرْهَرْ تَنْزِيْهٌ شَهَابْ فَرَهَوْ صَلَّى

Copy the above examples in the blank lines:

By way of review, the "descending letters" are listed below:

jiim, Haa', xaa', raa', zaay, miim, medial haa', and final yaa'.

Descending letters are set off as a group by the fact that (1) a baa', a taa', a θaa', a nuun, or a yaa' which occurs before them assumes a special form,\* (2) an initial jiim, an initial Haa', or an initial xaa' which precedes them assumes a special form, (3) a preceding medial haa' is joined to them by a downward curve, and (4) all consonants which precede them gain a rise in level.

Write the following words in Arabic script: /mahjarun/, /nahzimu/, /tahallala/, /Hamalin/, /nahṛun/, /hayhaati/, /nazala/, /taraka/, /jahṛun/, /mutahaawin/, /muhimmun/, /tahawwurun/, /manzilun/, /tahliku/, /Hajalin/, /nahjun/, /mahjarun/, /tantahii/, and /sahmun/.

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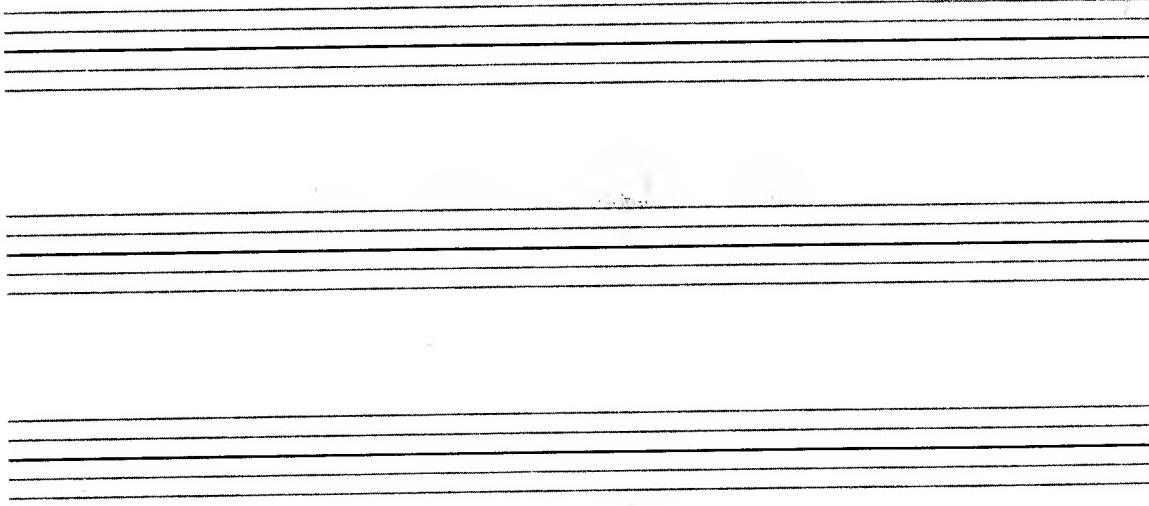
\*The only exception being that an initial baa', taa', θaa', nuun, or yaa' does not assume a special shape before raa' and zaay.

By way of review, the "descending letters" are listed below:

jiim, Haa', xaa', raa', zaay, miim, medial haa', and final yaa'.

Descending letters are set off as a group by the fact that (1) a baa', a taa', a θaa', a nuun, or a yaa' which occurs before them assumes a special form,\* (2) an initial jiim, an initial Haa', or an initial xaa' which precedes them assumes a special form, (3) a preceding medial haa' is joined to them by a downward curve, and (4) all consonants which precede them gain a rise in level.

Write the following words in Arabic script: /mahjarun/, /nahzimu/, /tahallala/, /Hamalin/, /nahrun/, /hayhaati/, /nazala/, /taraka/, /jahrun/, /mutahaawin/, /muhimmun/, /tahawwurun/, /manzilun/, /tahliku/, /Hajalin/, /nahjun/, /mahjarun/, /tantahii/, and /sahmun/.

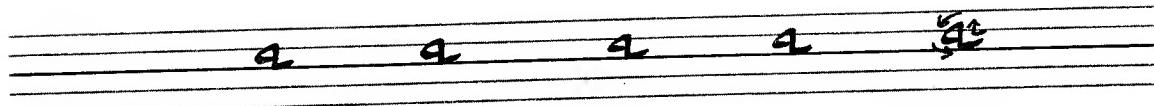


The page features three sets of horizontal lines for handwriting practice. Each set consists of five lines: a solid top line, a dashed midline, and a solid bottom line, with two blank lines above and below the main set.

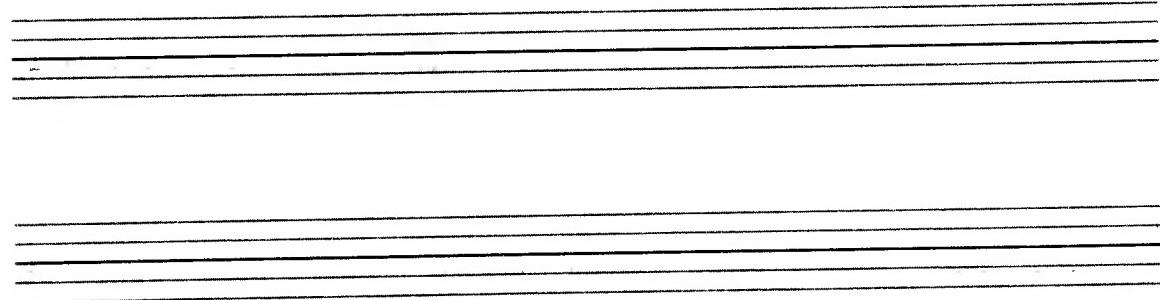
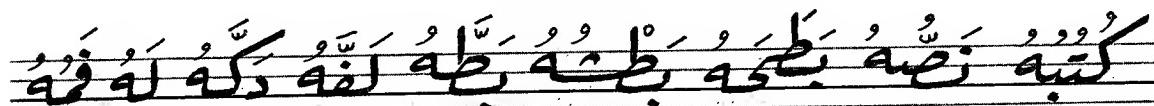
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\*The only exception being that an initial baa', taa', θaa', nuun, or yaa' does not assume a special shape before raa' and zaay.

Study and trace the following examples of final haa':

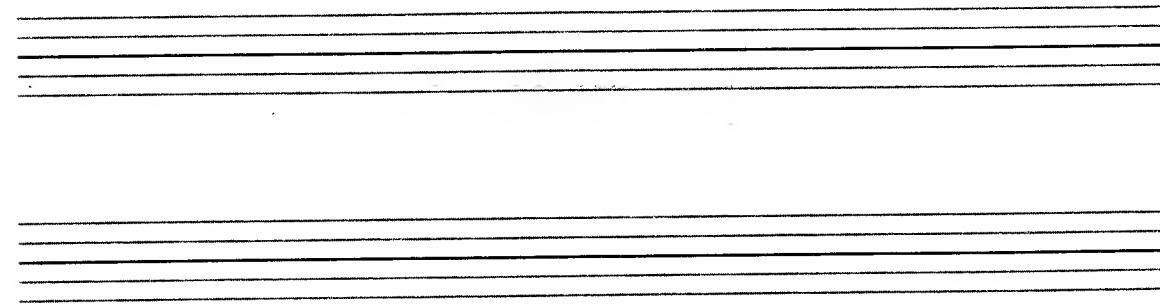


Copy the following words in the blank lines:



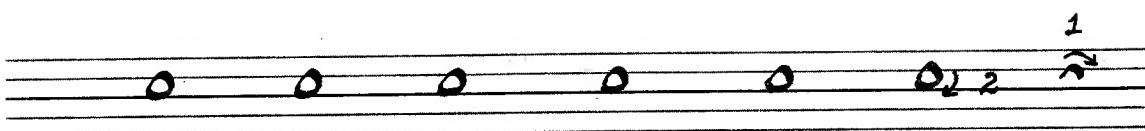
Write out the following words in Arabic script:

/kitaabuhu/, /waṭanuhu/, /sayyaaratuhu/, /baytuhu/,  
/maaluhu/, /qalamuhu/, /ibnahu/, and /kalimatuhu/.

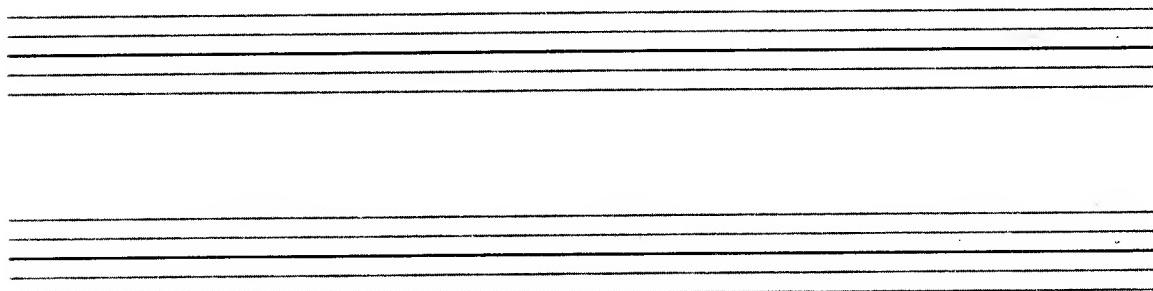
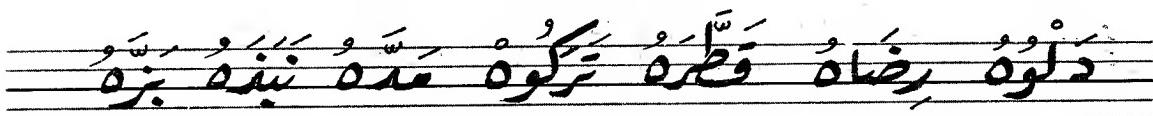


Independent haa' is a circular stroke whose upper half is narrower (and therefore more curved) than the lower half.

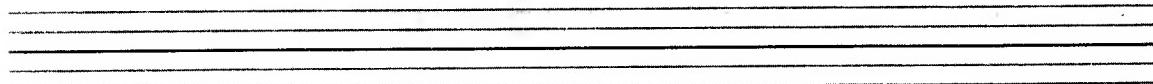
Study then trace the examples below:



Copy the following sequence in the blank sets of lines:



Write out the following words in Arabic script:  
/faahu/, /afwaahun/, /fidaahu/, /yaduhu/, /qawwaahu/,  
/nafaahu/, and /bilaaduhu/.



## Dictation

The following words have haa' in all possible positions; your teacher will dictate them to you in an arbitrary sequence.

هَامَ شَهِلْكُ وَطْنُهُ فِدَاهُ تَنْتَهِي سَيَارَتُهُ كُتْبَهُ بِهَا سَهْرَ هَزْلِيٌّ بَيْتُهُ  
قَدَّمُ تَهَوُّرٍ يَرِثُهَا مِنْهُمْ مُهِمٌ هَلَكَ كَرَهَ هَدَاهُ مَهَدَ تَهَابُ يَهُونُ

The letter "yaa'" as representation of vowel length

In addition to representing the consonant /y/, the letter yaa' represents vowel length. The yaa' represents vowel length when it (a) has no sakl\* and (b) follows a kasra; otherwise it represents the consonant /y/. Thus /fiilun/, /Hiinun/, and /niirun/ are written as follows:

فِيلٌ حِينٌ نِيرٌ

Read aloud the following words in which the yaa' represents vowel length:

تِينٌ دِينٌ رِيمٌ صِيتٌ طِيبٌ رِيفٌ دِيكٌ  
مُشِيرٌ بَشِيرٌ مِنْدِيلٌ نَجِيبٌ تِلْمِيزٌ فَرِيدٌ سَلِيمٌ  
حَكِيمٌ كَبِيرٌ قَرِيبٌ صَغِيرٌ فَرِيقٌ قَدِيرٌ جَمِيلٌ  
صَدِيقٌ طَوِيلٌ جَدِيدٌ مَنَادِيلٌ مَصَابِيحٌ مُسْتَزِيدٌ

فِي لِي بِي مَيْ مَكْبِي تِلْمِيزِي كِتَابِي  
صَدِيقِي مِنْدِيلِي دِينِي مَصَابِحِي بَسَاتِينِي  
دِينَارِي مِيلَادِي فَنَاجِينِي تَلَامِيزِي قِيشَارِتي

---

\*The term sakl (plural: ashkaal) denotes a short vowel symbol.

In some of the following words the yaa' represents vowel length and in others it represents the consonant /y/. Read the words aloud:

كِتَّيرٌ جَيْشٌ مَرِيضٌ وَزِيرٌ طَيَّارٌ يَدٌ ظَرِيفٍ  
 سُيُوفٍ بَيْرُوتٌ سَيِّدٌ مُقْبِمٌ نِيَّاً قِيلَ حَبِيبٌ  
 فَنِيَ رَبِّي تُرْبَيَ سُودَانِيَّ كَيْفٌ سِيدٌ حَيَا تَنْتَهِيَ  
 تَشَرِّي تَشَرِّي نَخْتَفِي نَخْتَفِي تَخْتَمِي نَبْنِي

Study the following sets of words:

رَاحٌ	رُوحٌ	رِيحٌ	نَارٌ	نُورٌ	نَيْرٌ
رَاحٍ	رَوْحٌ	رَيْحٌ	نَارٌ	نَوْرٌ	مُنْيَرٌ
رَاحًا	رَوْحٌ	رَيْحٌ	نَارًا	نَوْرًا	نَيَّرٌ
رَاحَ	رَوْحَ	رَيْحَ	نَارَ	نَوْرَ	
	رَوْحَ		نَارَ	نَوْرَ	مَنْوَرٌ
	رَوْحَ			نَوْرَ	نَوَّارٌ

Write out the following words in Arabic script:

/nadiimun/, /musayyarun/, /masiirun/, /tanaabiilu/,  
/yuqaayiḍa/, /qaayada/, /madrasatii/, /tajniya/, /tajnii/,  
/najiibun/, /daftarii/, /fanaajiinii/, /masaamiirii/,  
/kitaabii/, /muṣiirun/, /safiirun/, /jaybii/, /yamḍii/,  
and /mudarrisatii/.

A series of five horizontal lines for handwriting practice, spaced evenly down the page.

### The letter "9ayn"

(1) The consonant /9/ is represented by the connector 9ayn which has four shapes in nasx printing: ء (in initial position), ع (when independent), ه (in medial position), and ؤ (in final position).

Study the following examples of 9ayn:

ع ع ع ع

Circle each 9ayn in the following sequences:

ب ب ج ح ص ع ا ف ع ق ص ع ط ل م ك ع ف ع ش

ـ ع ـ م ع ك ش ع ـ ب ع ص س ع ع ح ف ع ص ع

Read the following exercises:

#### Exercise 1

حَنَّ عَنْ مَنْ عَوْنَّ عَرَبٌ وَعَدَ عَنْهِ

رَعَدٌ عِنْدُهُ خَلَبَ عَنْهِ عَارِفٌ عَجُوزٌ عَنْدُهُ

#### Exercise 2

قَاعٍ نَاحٍ يُوَزُّعُ مُوَزَّعٌ مُشْرِعٌ سِبَاعٍ مَسَاعٍ هُجُوعٍ رُجُوعٍ نُزُوعٍ فُرُوعٍ

مَتَاعٌ مُبَاعٌ سَمَاعٍ سَمَاحٍ زَزْعٌ جَاعٍ رُجُوعٍ رُجُوحٍ شُرُوعٍ شُرُوحٍ سَاعٍ

### Exercise 3

يَقِينٌ يُسْعِدُ يُسْمِدُ يَعْبُدُ مَقَامِلُ بَعِيدٌ مَلْعَبٌ جَعَلَ جَمَلَ  
تَفَارِكَ يُتَعَبُ يَعْوُلُ يَحُولُ يُمَوَّلُ تَعْسُنُ سَعِيرٌ سَغِيرٌ سَمِيرٌ  
سِفْرٌ يَصْمُدُ يَضْعُدُ حَقْلٌ بَعِيرٌ يَصِيرٌ تَعَهَّدَهُ يَقُولُ

### Exercise 4

خَلَعَ مَرْجَعٌ يُرْجِحُ يَبْلَغُ يَقْطَعُ يَقْعُ وَقْعٌ  
 يَسْعُ يَسْمَعُ يَسْمَحُ فَرَقَعَ سَنْعٌ فَظِيعٌ يَبْيَعُ يَسْمَعُ  
 سَرِيعٌ رَّبِيعٌ بَدِيعٌ سَمِيعٌ هَجَعٌ هَجِيعٌ مَهْجَعٌ

(2) The ruq'a-style gayn is similar to its counterpart in nasx printing. Trace the following examples of initial gayn, then reproduce them in the blank lines:

# عَيْدٌ عَامٌ عَجِيبٌ مُمْنَوْعًا رِبَا عٰيٰ

Independent 9ayn is written in two strokes: the first stroke is identical to initial 9ayn while the second stroke is a long, curved tail similar to that of jiim, Haa', and xaa'. Trace the following examples then copy them in the blank lines:

ع راع يدع دموع بارع نزع

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Trace the following examples of medial 9ayn, then copy them in the blank lines:

ج ف ح د س ف ت ي ع ل ن ع ي ن ف ي ر ت خ ي ر

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Notice that, unlike medial faa' and medial saad, medial 9ayn is blocked; besides, the somewhat triangular shape of medial 9ayn contrasts with the oblong circles of medial faa' and medial saad.

Final 9ayn is written in two strokes: the first is identical to medial 9ayn; the second is a long, curved tail similar to that of independent 9ayn. Trace the following examples, then copy them in the blank lines:

مُجَمَّعٌ بِخُمُّ بَلْعَ وَضْعٌ عَنْ

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#### Dictation

The following words contain 9ayn in all possible positions; your teacher will dictate them to you in an arbitrary sequence:

عَنْ وَعْدٍ عِنْدَ عَرْوُشٍ رَاعٍ عَجَبٌ سَبْعًا رُجُوعٍ شُرُوعٍ مَعَالِمُ يَصْقُدُ  
مَلْعَبًا مُجْتَمِعٍ جَعَلَ سَعِيرٌ يَقُولُ بَعِيدٌ رَبِيعٌ يُعِيدُ سَبْعٍ سَرِيعٍ

### The letter "gayn"

(1) The consonant /g/ is represented by the connector gayn which has four shapes in naskh printing: غ (in initial position), ڠ (when independent), ڣ (in medial position), and ڱ (in final position). Notice that the only difference between 9ayn and gayn is the superscript dot of the latter.

Study the following examples of gayn:

غ ف خ غ ف خ غ

Circle each gayn in the following sequences:

ع ف غ خ غ ض ع خ م خ ف ف ت ن خ غ خ غ ن ف ض ق ف غ ف غ  
ع خ ف ف ن ض غ ف م خ غ غ ض ن ض ف خ غ ض ت خ غ  
ف ف ن غ خ غ ح ح ع غ

Read the following exercises:

#### Exercise 1

غِلَبْتُ غَسَلَ فَرَسَ عَرَسَ عَدَرَ رَغْدٌ رَّقَدَ وَنَدَ وَنَدٌ  
غَازَلَ غَنِيٌّ فَنِيٌّ غَبِيٌّ غَمِيٌّ عَمَّ عَرَهُ غَفَرَ ضَغَرَ  
غَيْرًا غَمَرَ خَبَرَ غَجَرَ غَفُورَ غَابَ غَابَ خَابَ غَرِيبَ

Exercise 2

صَبَاغٌ بَلَاغٌ يُسَاغُ يُصَاغُ صَفْعٌ بَاعِي بَاعَ نَاهَ

دَبَاغٌ فَرَاغٌ بَلَاغٌ فَرَعَ قَنْيُ بَرُونُ فَرَعٌ بُلُونِ

Exercise 3

تَغْرِبُ تَضْرِبُ يُغْيِيْهُ يَتَفَامِزُ يَتَضَافِرُ يَغْدُرُ يَضْرِبُهَا يَفْسِلُهُ يُلْغِيْهَا

يَغْفِرُهُ يَغْرِفُ يَفْتَحُ يَغْدُو يَغْدُو يَغْوُصُ يَغْوُرُ تَتَفَلَّبُ

Exercise 4

بَلَغَ بَلَعَ بَلَحُ نَبَغَ نَبَعَ يُشَبِّعُ تَبَغُ يَنْلُغُ

يَدْمَعُ يَضْبِعُ صَبَعَ تَابَعَ تَابِعُ تَابِعُ مَبْلَغُ صَابِعُ

- (2) To write gayn, one writes gayn and adds a dot on top of it (if gayn is joined to a following letter, the dot is added after writing the whole connected sequence). Copy the following words in the blank lines:

غَلَبَهَا غَمَمٌ غَرَبَيَا غَمَطَ يَغْزِلُ يَغْضِبُهُ تَغْزِيْنُ

بلغَ مُضْعَفٌ صَمَغٌ بُلُوغٌ فَرَاغٌ بَلَاغٌ

## Dictation

The following words contain gayn in all possible positions; your teacher will dictate them to you in an arbitrary sequence.

غَسَلَ غُلَبَ عَنِّيْ غَابَ بَلَاغَ فَرَاغَ يَزُوْعَ بُلُوغًا يَغِيْبُ  
يَقْدُرُ تَتَغَلَّبُ يَقْعُورُ يَغْفِرُهُ مُبْلِغٌ مَبْلَغٌ يَبْلُغُ صَفْحَهُ صَمْفًا

## Review

(a) Practise reading the following items until you can recognize them easily.

عَقِيدٌ هَامُ بَيْتُهَا بُيُوتٌ لِّيَّ عَرَاقٌ بَغْدَادُ مُقْسَكَاتٍ

- |   |   |
|---|---|
| لَا . هُوَ هُنَاكَ .                              | هَلْ فِنْجَانُكَ هُنَا ؟                  |
| لَا . فِنْجَانِي صَغِيرٌ .                        | هَلْ فِنْجَانُكَ كَبِيرٌ ؟                |
| ذَاكَ مِنْدِيلِي .                                | مِنْدِيلُ مَنْ ذَاكَ ؟                    |
| نَعَمْ . وَهُوَ صَدِيقِي .                        | هَلْ فَرِيدُ تِلْمِيدٌ فِي صَفِّكَ ؟      |
| بَشِيرٌ ضَابِطٌ فِي مَعْسَكٍ بَعِيدٍ مِنْ هُنَا . | وَبَشِيرٌ ؟                               |
| نَعَمْ . هِيَ هُنَا .                             | هَلْ خَرِيطَتُكَ هُنَا ؟                  |
| لَا . فِنْجَانُهُ قَدِيمٌ .                       | هَلْ فِنْجَانُ سَلِيمٍ جَدِيدٌ ؟          |
| هُوَ مُرَاسِلٌ عَرَبِيٌّ مَشْهُورٌ .              | هَلْ صَدِيقُكَ مُرَاسِلٌ مَفْرُوفٌ ؟      |
| نَعَمْ . مَكْتَبَهُ قَرِيبٌ مِنْ مَكْتَبِي .      | هَلْ مَكْتَبَهُ قَرِيبٌ مِنْ مَكْتَبَكَ ؟ |
| لَا . هُوَ تِلْمِيدٌ هُنَا .                      | هَلْ نَحِيبٌ مُعَلِّمٌ ؟                  |
| نَعَمْ . عِنْدِي كِتَابٌ .                        | هَلْ عِنْدَكَ كِتَابٌ ؟                   |
| نَعَمْ . عَلَمُهَا جَيِيلٌ .                      | هَلْ عَلَمُ تُرْكِيَا جَيِيلٌ ؟           |
| عَلَمُ لِيبيَا جَيِيلٌ .                          | وَعَلَمُ لِيبيَا ؟                        |
| عَفْواً .   | شُكْرًا .                                 |

هَلْ فِي صَفِّكَ طُلَّابٌ لِّيَسِّيُونَ وَطَالِبَاتٌ لِّيَسِّيَّاتٌ؟ هَلْ فِي صَفِّكَ عَرَافِيُونَ وَعَرَافِيَّاتٌ؟  
 مَنْ مُسَايِدُكَ؟ وَمَنْ مُسَايِدُهُ؟ هَلْ مُسَايِدُهُ مِنْ تُرْكِيَا؟  
  
 هَلْ فِي مَدْرَسَتِكَ مُعَلَّمُونَ مِصْرِيُونَ وَمُعَلَّمَاتٌ مِصْرِيَّاتٌ؟ هَلْ مُعَلِّمٌ وَمَدْرَسَةٌ مَشْهُورُونَ؟  
 وَهَلْ مُعَلَّمَاتُهَا مَشْهُورَاتٌ؟

هُمْ مُوَظِّفُونَ جُدُّ وَهُنَّ مُوَظَّفَاتٌ جَدِيدَاتٌ.  
 طُلَّابٌ صَفِّيٌّ كَثِيرُونَ . مُدْرِسٌ صَفِّيٌّ عَرَاقِيٌّ . هُمْ قَدِيرُونَ وَهُنَّ قَدِيرَاتٌ.  
 فِي مَصَرٍ صُحْفِيُونَ مَعْرُوفُونَ وَصُحْفِيَّاتٌ مَعْرُوفَاتٌ .

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

قصيري طويلى هم هن معلماتٍ تلميذاتٌ عسكريٌّ هي عريفٌ  
 فريق عقيدٌ هام بيتها بيتها عراقيٌّ ليبيٌّ بيتها بيتها عراقيٌّ بيتها بيتها عراقيٌّ عريفٌ  
 معسكراتٍ

هل فنجانُكَ هنا ؟

هل فنجانُكَ كبيرٌ ؟

منديلُ مَن زاكَ ؟

هل فريدٌ تلميذٌ في صفِكَ ؟

وبيهيرٌ ؟

بشيرٌ ضابطٌ في معاشرٍ بعيدٍ مِن هنا .

هل خريطتكَ هنا ؟

هل فنجانُ سليمٌ جديداً ؟

هل صديقُكَ مراسلٌ معروفٌ ؟

هل مكتبةٌ قريبٌ مِن مكتبكَ ؟

هل نجيبٌ معلمٌ ؟

هل عندكَ كتابٌ ؟

هل علمٌ تركياً جميلاً ؟

وعلمٌ ليبيياً ؟

شكراً .

هل في صِفَك طَلَابٌ لِيَسْيُونَ و طَالِبَاتٌ لِيَسْيَاتٍ؟ هل في صِفَك عَرَاقِيونَ و عَرَاقِيَاتٍ؟

مَن مَسَاعِدُكَ؟ وَمَن مَسَاعِدُهُ؟ هل مَسَاعِدُهُ مِنْ تُرْكِياً؟

هل في مَدْرَسَتِك مَعْلُومُونَ مَصْرِيُونَ و مَعْلُومَاتٌ مَصْرِيَّاتٍ؟ هل مَعْلُومُو مَدْرَسَتِك مَشْهُورُونَ؟

وَهُل مَعْلَمَاتُهُا مَشْهُورَاتٍ؟

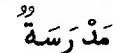
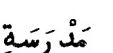
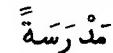
هُمْ موظِفُونَ جُدُدٌ و هُنْ موظِفَاتٌ جُدُدَاتٌ.

طَلَابٌ صَفِيٌّ كَثِيرُونَ . مَدْرَسُ صَفِيٍّ عَرَاقِيٌّ . هُمْ قَدْ يَرَوْنَ و هُنْ قَدْ يَرَاتٍ.

فِي مَصَرِّ صَحْفِيُّونَ مَعْرُوفُونَ و صَحْفِيَّاتٌ مَعْرُوفَاتٌ.

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

### The letter "taa' marbuuta"

You have already learned that the letter taa' (whose flourished form is  ) represents /t/. There is, however, another symbol which represents /t/: that symbol is called taa' marbuuta and occurs only at the end of a word; it has two shapes which, except for their superscript dots, are identical to final and independent haa'. In general, words which end in taa' marbuuta are feminine. Ancient Arabs usually pronounced such words with /-ah/ before a pause--which explains the similarity between the two shapes of taa' marbuuta and the two corresponding shapes of haa'. (In modern pronunciation, the picture is somewhat different: if the words in question are nominative or genitive, the pausal form in each instance may end either in /-a/ or in /-ah/, the latter termination characterizing the speech of purists; if the words in question are accusative, the pausal form usually ends in /-an/. Thus before a pause, each of the forms  and  may be pronounced either as /madrasa/ or as /madrasah/, while the form  is usually pronounced as /madrasatan/)).

Study the following examples of final taa' marbuuta:

ة ة ة ة ة ة

Study the following examples of independent taa' marbuuta:

ة ة ة ة ة ة

Circle each taa' marbuuta in the sequences below:

ه ة ط ه ق ه ت ه ق ه ف ه  
ق ه ض ه ق ه ت ه ق ه ت ه  
ق ه ت ه ق ه و ت ه ق ه

Read the following exercises:

Exercise 1

”قِلِيلَةٌ“ ”قِلِيلُه“ ”طَوْيَلَةٌ“ ”سَاعَةٌ“ ”دِقِيقَةٌ“ ”ثَانِيَةٌ“ ”قَدِيرَه“ ”قَدِيرَةٌ“ ”قُبْلَه“  
”جَمِيلَه“ ”لُغَه“ ”لَيْلَه“ ”لَيْلَه“ ”خَمْسَه“ ”سَنَه“ ”سَنَه“ ”مَدْرَسَه“ ”سَهْلَه“ ”بَحْرِيه“

Exercise 2

قريةٌ غُرفةٌ صلةٌ صفةٌ صفةٌ جَوْهِيَّةٌ جَامِعَةٌ سَفِينَةٌ  
 ثَلَاثَةٌ شَمَانِيَّةٌ سَلَامَةٌ سَلَامٌ رِحْلَةٌ دَولَةٌ خَفِيفَةٌ ثَقِيلَةٌ  
 حُكُومَةٌ حُكْمٌ مَدِينَةٌ عَسْكَرِيَّةٌ بَرَيَّةٌ بَدْلَةٌ ثُكْنَةٌ وَرَقَةٌ صَقْبَةٌ

Pronounce the non-pausal and then the pausal form of each word given below:

كَبِيرَةٌ كَثِيرَةٌ سَرَّةٌ جَرِيدَةٌ وَحْدَةٌ وَاحِدَةٌ  
 قَصِيرَةٌ جَدِيدَةٌ صَغِيرَةٌ عَشْرَةٌ مَرَّةٌ قُوَّةٌ

In تَلْمِيذَا, كتَابَا, بُيُوتَا, etc., the two fatHa's are followed by an alif; this is because Ancient Arabs (who developed the writing system) usually pronounced such forms with /-aa/ before a pause. On the other hand, forms like مُحَاضَرَةٌ, مَدْرَسَةٌ, and مُحَاذَرَةٌ, were not commonly pronounced with /-aa/ before a pause; for this reason they have no alif after the two fatHa's.

Read the following words (remember that the final /-an/ of each word may occur before a pause):

قَهْوَةٌ مُشَاهَةٌ حَوَّنَةٌ طَيَارَةٌ سَيَارَةٌ حِجَارَةٌ جَمِيلَةٌ  
 حُفْرَةٌ وِسَادَةٌ مَدْرَسَةٌ حَاضِرَةٌ مُحَاضَرَةٌ مُراِسَلَةٌ غَارَةٌ  
 جَرِيدَةٌ مُمَرَّضَةٌ عِيَادَةٌ قَاعِدَةٌ تَلْمِيذَةٌ طَرِيقَةٌ مَكْتَبَةٌ

When a word ending in taa' marbuuta is expanded by the addition of at least one letter, the taa' marbuuta is replaced by ـ or ـ (depending on whether the preceding letter is a non-connector or a connector). Compare, for example, "جريدة" 'newspaper' with "جريدةُهُ" 'his newspaper', and "رحلة" 'journey' with "رحلَتُنَا" 'our journey'.

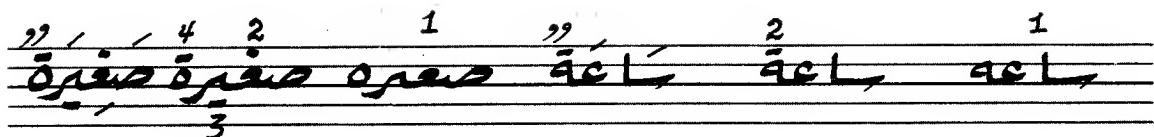
Read the following pairs of words:

"مَدْرَسَةٌ"	"رَوْلَةٌ"	"حُكُومَةٌ"	"قَاعِدَةٌ"	"سَيَارَةٌ"	"مَدِينَةٌ"
مَدْرَسَتُنَا	رَوْلَتُكُمْ	حُكُومَتُهُمْ	قَاعِدَتُكُمْ	سَيَارَتُكُمْ	مَدِينَتُكُمْ
غرفة	قهوة	بُندُقيَّة	شُكْنَة	عُودَة	مُحاَضَرَة
غرفَتُهُمْ	قهْوَتَهَا	بُندُقَيَّتُهُمْ	شُكْنَتُهُمْ	عُودَتَنَا	مُحاَضَرَتَكَ
خبرة	مَكْتَبَةٌ	لُغَةٌ	جَامِعَةٌ	سَفِينَةٌ	بَدْلَةٌ
خَبْرَتُهُمْ	مَكْتَبَتُهُمْ	لُغَتُهُمْ	جَامِعَتَنَا	سَفِينَتَنَا	بَدْلَتَنَا

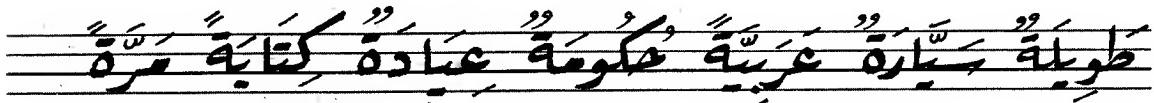
In some vocabulary lists, a modified version of the Roman alphabet is used to transcribe Arabic items, and the final t of certain words is placed within parentheses; e.g., madrasa(t), tilmiida(t), and muHaadara(t). The parentheses mean that each of the words in question has two forms: a pausal form which ends before the specified t, and a non-pausal form which includes the specified t. Such a t corresponds to the taa' marbuuta of Arabic script.

(2) To write taa' marbuuta, one simply makes a final or an independent haa' (depending on whether the preceding letter is a connector or a nonconnector) and adds a short horizontal stroke above it. Study the following examples

then trace them:



Copy the following words in the blank lines:



Write out the following words in Arabic script (the Arabic representation of each word ends in a taa' marbuuṭa): /qahwatin/, /wisaadatan/, /haammatun/, /sanatan/, /qadiimatun/, /ṭawiilatin/, /jadiidatin/, /qaliilatan/, /kaθiiratan/, /qaṣiiratun/, /dawlatin/, /muddatin/, /marratan/, /ṣa9batan/, /Hayaatan/, and

/nubuwwatun/ .

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Write out the following pairs of words in Arabic script:

/jariidatun/, /jariidatuhu/  
/kitaabatun/, /kitaabatuhaa/  
/sayyaaratun/, /sayyaaratuhum/  
/dawlatun/, /dawlatukum/  
/madrasatun/, /madrasatii/

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### The symbol "alif maqṣuura"

(1) There are cases when word-final /-aa/ is represented not by a fatHa and a following alif, but by a fatHa and a following symbol called alif maqṣuura. Except for not having two subscript dots, alif maqṣuura is identical to the flourished form of yaa'. Study the examples below:

ي ي ي ي ي

Circle each alif maqṣuura in the sequence below:

ي ي ي ي ي ي ي ي ي

Read the following two exercises:

#### Exercise 1

مَتَى يَرِي تَرَى نَرَى جَرَى لَدَى صُفْرَى لَيْلَى يَسْعَى يَنْهَى  
سَعَى يُسْعَى يُنَادَى كُبْرَى سِوَى بَنَى نَادَى يُنَيْنَى يُنَمَّى

#### Exercise 2

تَسَنَّى يَتَسَنَّى تَبَنَّى تَتَبَنَّى حَادَى مَتَى  
وُسْطَى يُمَّى يُسَرَى وَلَى تَوَالَى يَيْقَى تَبْقَى عَلَى

You have already learned that, together with two preceding fatHa's, a final alif represents the ending /-an/; e.g., بُيُوتاً 'houses (accusative)' is pronounced as

/buyuutan/. Together with two preceding fatHa's, alif maqṣuura has a similar designation; thus مُفْنِي 'meaning' is pronounced as /ma9nan/. Below are more examples:

قُرْيٰ هُدَى مُسْتَشْفَى مَدَى مَقْهَى مَجْرَى نَدَى

While words ending in 'ا' are accusative, those ending in 'ي' may be nominative, genitive, or accusative. In this context, 'ي' is a replacement of 'ي'-, 'ي'-, or 'ي'-.

2 (a). Words ending in /-aa/ are a spelling problem because they require a choice between 'ا' and 'ي'. Most of those words are spelt in accordance with the rules stated below:

(i) The final /-aa/ is represented by 'ا' in foreign proper nouns (e.g., فَرْنَسَا 'France', تُرْكِيَا 'Turkey', سُوِيْزِرَا 'Switzerland') and in grammatical forms\* (e.g., لَا 'No', مَا 'what', هَمَا 'both of them', ذَلِيْل 'this'). Some common exceptions are the grammatical forms متَى 'when', عَلَى 'on', and حَتَّى 'until'.

In a minimal word which is neither a foreign name nor a grammatical form, the representation of final /-aa/ depends partly on the length of the word:

(ii) In a triliteral minimal word,\*\* a final

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\*The vocabulary items of any language fall into two classes: the grammatical and the lexical. In Modern Standard Arabic, the first class includes particles, personal pronouns, and demonstratives, while the second class includes verbs, nouns, and adjectives.

\*\*A "minimal word" is the smallest form which can occur by itself; it excludes such affixes as the definite article, bound (i.e., inseparable) particles, and the dual suffix (represented by 'ا'). The length of a given minimal word is defined as the number of Arabic letters which constitute that word; in this context, a letter which has a sadda counts as two letters: thus بَعْدًا , بَعْدَنِي , and بَعْدَنِينِي consist of three, four, and five letters respectively.

/-aa/ which manifests the root consonant /w/ is represented by 'ا' (e.g., سَلَّا , شَكَا , نَعَّا , حَلَّا , مَخَّا , كَنَّا ); one which manifests the root consonant /y/ is represented by 'ي' (e.g., فَدَى , بَكَى , لَوَى , سَقَى ).

(iii) In a minimal word which exceeds three letters, final /-aa/ is represented by 'ا' if the penultimate letter is yaa' (e.g., عُلِيَا ، زَوَّاْيَا ، دُنْيَا ، يَسْتَحْيَا ) and by 'ي' if the penultimate letter is not yaa' (e.g., يُدْعَى ، يُخْلَى ، يُسْتَدْعَى ، سَلَّى ، كَسَالَى ، كُبْرَى ، صُفْرَى ، يُمْحَى ).

Learners are often unable to determine the last root consonant of a minimal word whose pronunciation ends in /-aa/ and whose Arabic representation consists of three letters; in regard to their spelling, minimal words of this kind must therefore be learned as items. In addition, exceptions to the above rules must be learned as items.

It must be emphasized that medial /aa/ is always represented by 'ا' :

رَأَوْدٌ	قَاهِرٌ	سَلَامٌ	مَكَانٌ	قَامٌ
		:	:	:
شَكَا	نَعَّا			
		:	:	:
فَدَى	بَكَاهُ			

(b). Writing the alif maqsura consists of writing a flourished yaa' without a subscript horizontal stroke.

Copy the following words in the blank lines:

# مَنْتَهَىْ مَغْنَىْ وُنْطَىْ جِوَىْ عَلَىْ مَقْرَىْ كُبْرَىْ

Write out the following words in Arabic script (each word ends in alif maqṣūra): /naadaa/, /ṣuḡraa/, /bakaa/, /tasannaa/, /yabqaa/, /tujṛaa/, /9alaa/, /yusammaa/, /ta9aalaa/, /maḍaa/, /naṛaa/, quran/, /ma9nan/, /hudan/, and /maqhan/.

## Dictation

Your teacher will dictate to you the following word  
(all of which end in alif maqṣuura):

جَرَى مَتَى عَلَى كُبْرَى تُسَمَّى سِوَى وُسْطَى نَزَى تَبْقَى مَجْرَى مَفْنَى

### The "dagger alif"

(1) You are already familiar with two representations for the long vowel /-aa/; those are ' and ' . In some instances, the vowel /aa/ is represented by a short vertical stroke (known as the "dagger alif") written above the consonant symbol. Placing the dagger alif above a consonant symbol means that the consonant is followed (in pronunciation) by /aa/. Only a handful of words are written with a dagger alif, but some of those words occur very frequently; for example, the word /haadaa/ 'this' is written with a dagger alif above its haa':

هَذَا هَذَا هَذَا هَذَا هَذَا

Read the following exercise:

هَذَا هَذِهِ هَذَانِ هَذِينِ ذَلِكَ لِذَلِكَ  
هَكَذَا لِكِنْ لَكِنَّ لِكَنَّهَا لِكَنَّهُمْ كَذِلِكَ

In unvocalized and partly-vocalized texts, the dagger alif is usually omitted. Read the following examples:

هذا هذه هذان هذين ذلك لذلك  
هكذا لكن لكنها لكنهم كذلك

(2) Dagger alif has the same shape in naskh printing and ruq'a script. Study and trace the words below:

هَذَا هَذَا ذِيلَةٌ لِّذِيلَةٍ أَكْنُونْ هَذِهِ كَذِيلَةٍ

Copy the following words in the blank lines:

لِذِلِكَ لَكُنْهُمْ هُنَّ يُهْكِنُ هُنَّا كَذِلِكَ هُنُّ

Write out the following words in Arabic script (if necessary, you may refer to the preceding materials):  
/laakin/, /haadihi/, /lidaalika/, /haakadaa/, /haadaa/,  
/kadaalika/, /laakinnahu/, /haadayni/, /laakinnahaa/.

and /haadaani/.

Handwriting practice lines for the word /haadaani/.

### Review

(a) Practise reading the following items until you can recognize them easily.

هُذِهِ مَلَكَةٌ مَلِكُهَا رَجُلٌ قَدِيرٌ وَحُكُومَتُهَا بِيُمْقَرَاطِيَّةٍ.

خَرِيطةُ مِصْرَ هُنَاكَ.

طَلَابِيٌّ مِنْ مَدِينَةٍ بِمَشْقَعِ عَاصِمَةِ سُورِيَاِ.

كِتَابِيٌّ عَلَى طَالِبِ مُعَلِّمِيِّ.

هُذِهِ مُرَضَّةٌ سُودَانِيَّةٌ وَتِلْكَ طَالِبَةٌ عَرَاقِيَّةٌ.

هُذَا ضَابِطٌ كَبِيرٌ مِنْ قَاعِدَةٍ قَرِيبَةٍ ، وَهُوَ رَجُلٌ قَدِيرٌ.

ما رُتبةٌ صَدِيقُكَ عَلَيْ؟ هُوَ عَقِيدٌ.

قاَهْرٌ تِلْمِيذٌ فِي مَدْرَسَةٍ قَرِيبَةٍ مِنْ هُنَا ، وَفَرِيدَةٌ تِلْمِيذَةٌ فِي مَدْرَسَةٍ بَعِيدَةٍ مِنْ هُنَا . سُوزَانُ مُرَاسِلَةُ جَرِيدَةٍ مِصْرِيَّةٍ مَعْرُوفَةٍ . سُوزَانُ فِي مَكْتَبَةٍ مَدْرَسَتِنَا مَعَ مُدْرَسَةٍ صَفِنَا . هَذِهِ وَرَقَةٌ فَرِيدَةٌ وَتِلْكَ وَرَقَةٌ مُعَلَّمَتَهَا . مُعَلَّمَةٌ فَرِيدَةٌ عَرَبِيَّةٌ . سَيَارَةٌ فَرِيدَةٌ جَدِيدَةٌ وَجَمِيلَةٌ .

صَدِيقِي مُوْشَفَةٌ فِي جَامِعَةٍ يُوَطَا .

هِيَ وزِيرَةٌ وَهُوَ زَعِيمٌ .

شَاكِرٌ ظَرِيفٌ وَفَرِيدَةٌ ظَرِيفَةٌ .

هَذِهِ مُسَاعِدَةٌ مُعَلَّمِي ، وَتِلْكَ مَنْدُوبَةُ جَرِيدَةٍ مَشْهُورَةٍ .

كِتَابُهَا عَلَى طَاولَتِي .

هَذَا كِتَابِي وَذَلِكَ كِتَابُ صَدِيقِي .

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

هذه مملكةٌ ملکُها رجلٌ قد يُرِيدُ حُكُومَتُها دِيمُقْرَاطِيَّةً .

خريطةٌ مصرٌ هناك .

طلابي من مدينة دمشق عاصمة سوريا .

كتابي على طاولةٍ معلّمي .

هذه مرضية سودانية وتلك طالبة عراقية.

هذا ضابط كبير من قاعدة قرية ، وهو رجل قدير.

ما رتبة صديقك على ؟  
هو عقيد .

قاهر تلميذ في مدرسة قرية من هنا ، وفريدة تلميذة في مدرسة بعيدة من هنا .

سوزان مراسلة جريدة مصرية معروفة . سوزان في مكتبة مدرستنا مع مدرسة صفتنا .

هذه ورقة فريدة وتلك ورقة معلمتها . معلمة فريدة عربية . سيارة فريدة جديدة  
وجميلة .

صديقي موظفة في جامعة يوطا .

هي وزيرة وهو زعيم .

شاكر ظريف وفريدة ظريفة .

هذه مساعدة معلمي ، وتلك مندوبة جريدة مشهورة .

كتابها على طولي .

هذا كتابي وذلك كتاب صديقي .

ما رُتبةٌ صَدِيقِكَ عَلَيْ؟

هُوَ عَقِيدٌ.

قاِهِرٌ تِلْمِيذٌ فِي مَدْرَسَةٍ قَرِيبَةٍ مِنْ هُنَا ، وَفَرِيدَةُ تِلْمِيذَةُ فِي مَدْرَسَةٍ بَعِيدَةٍ مِنْ هُنَا .  
سُوزَانُ مُرَاسِلَةُ جَرِيدَةٍ مِصْرِيَّةٍ مَعْرُوفَةٍ . سُوزَانُ فِي مَكْتَبَةٍ مَدْرَسَتِنَا مَعَ مُدْرَسَةٍ صَفِنَا .  
هُذِهِ وَرَقَةُ فَرِيدَةَ وَتِلْكَ وَرَقَةُ مُعَلَّمَتَهَا . مُعَلَّمَةُ فَرِيدَةَ عَرَبِيَّةً . سَيَارَةُ فَرِيدَةَ جَدِيدَةٌ  
وَجَمِيلَةٌ .

صَدِيقِي مُوَظَّفٌ فِي جَامِعَةٍ يُوَطَا .

هِيَ وزِيرَةٌ وَهُوَ زَعِيمٌ .

شَاكِرٌ ظَرِيفٌ وَفَرِيدَةٌ ظَرِيفَةٌ .

هُذِهِ مُسَاعِدَةُ مُعَلِّمِي ، وَتِلْكَ مَنْدُوبَةُ جَرِيدَةٍ مَشْهُورَةٍ .

كِتابُهَا عَلَى طَاولِي .

هَذَا كِتابِي وَذَلِكَ كِتابُ صَدِيقِي .

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

هذه مملكةٌ ملکُها رجلٌ قد يُرِيدُ حِوكْمَتَهَا دِيمُقْرَاطِيَّةً .

خريطةٌ مصرَ هناك .

طلَابِي مِنْ مدِينَةِ دِمْشَقَ عاصِمَةِ سورِيا .

كتابِي على طاولةِ مَعْلِمِي .

هذه مرضية سودانية وتلك طالبة عراقية.

هذا ضابط كبير من قاعدة قرية ، وهو رجل قد ير.

ما رتبة صديقك على ؟ هو عقيد .

قاهر تلميذ في مدرسة قرية من هنا ، وفريدة تلميذة في مدرسة بعيدة من هنا .

سوزان مراسلة جريدة مصرية معروفة . سوزان في مكتبة مدرستنا مع مدرسة صقنا .

هذه ورقة فريدة وتلك ورقة معلمتها . معلمة فريدة عربية . سيارة فريدة جديدة

وجميلة .

صديقتي موظفة في جامعة يوطا .

هي وزيرة وهو زعيم .

شاكر ظريف وفريدة ظريفة .

هذه مساعدة معلمي ، وتلك مندوحة جريدة مشهورة .

كتابها على طولي .

هذا كتابي وذلك كتاب صديقي .

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

The "hamza" (for recognition)

(1) In English, the glottal stop sound occurs as the onset of utterance-initial vowels;\* it also occurs word-medially in certain regional pronunciations of cotton, little, bottle, etc. Nevertheless, the English writing system has no symbol for the glottal stop. In the Roman transcription which this book uses, the glottal stop of Modern Standard Arabic is not represented when occurring at the beginning of an utterance because (in this position) it is predictable\*\* and produced naturally by English speakers; in Arabic script, however, the symbol which stands for the glottal stop (and which is called the hamza) occurs utterance-initially as well as in other positions.

It is very easy to recognize the hamza, but it is rather difficult to learn certain aspects of writing it: the hamza is ' ; but due to the manner in which the Arabic writing system evolved, and because the glottal stop was sometimes weakened or replaced by vowel length in the pronunciation of some ancient Arab tribes,\*\*\* the hamza may (depending upon the environment) be written:

- (1) above waaw,
- (2) above yaa' (in which case the yaa' has no dots),
- (3) above alif,

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\*An utterance is a stretch of speech which is preceded by silence or a pause, and followed by silence or a pause.

\*\*In Arabic, no syllable begins with a vowel; thus a transcribed Arabic utterance which begins with a vowel symbol is pronounced with an initial glottal stop.

\*\*\*See the note which ends the section Writing the hamza.

- (4) below alif, or
  - (5) independently.

When it occurs in conjunction with the symbol ئ, a waaw, a yaa', or an alif is called a "chair"; for example, waaw is the chair in the combination ة. Recognizing the hamza is a simple matter because the symbol ئ is always present no matter what chair occurs (if any).

Study the following examples which illustrate the various occurrences of the hamza:

۱۰۷-۱۰۸-۱۰۹-۱۱۰-۱۱۱-۱۱۲-۱۱۳

Circle each hamza in the following sequences:

أَكْ وَئِتَءِي أَدْ وَئِيَّ كَ وَئِا شَ وَئِكَ

Read the following exercises:

Exercise 1 (hamza in conjunction with alif)

أَمْ	أَلْفُ	أَيْنَ	أَنَا	أَنْتَ	أَنْتُمْ		
أَنْتُنَّ	أَسْتَانِدِ	أَسَاتِدَةٌ	أَخَذَ	أَمْلُ	أَرْبَعَةٌ		
سَائِلَ	سَائِلٌ	شَائِنًا	رَأَيٌ	فَأْسٌ	فَارُّ		
نَبَأٌ	تَبَنَّاً	جُهْرَةٌ	مَلَأَ	رَأَيْتُ	شَائِنًا		
بَدَأْتُ	مَبَدَأً	أَكَلَ	نَأْخُذُ	قَرَأَ	تَأْلِيفٌ	خَبَاءٌ	كَعْسٌ عَيَّاً
أَدِنَ	أَدِنَ	أَمْرَ	أَمْرٌ	أَمْرٌ	أَنْسَ	أَنْسٌ	أَنْسٌ
يَسِدَأُ	يَسِدَأً	يَلْجَأُ	يَلْجَأَ	يَقْرَأُ	يَقْرَأَ	يَقْرَأُ	يَقْرَأُ

أَذْنٌ = أَذْنٌ = إِذْنٌ = إِذْنٌ      أَمْرٌ = أَمْرٌ = إِمْرٌ = إِمْرٌ      أَنْسٌ = إِنْسٌ = إِنْسٌ  
 مَبْدَأٌ = مَبْدَأٌ = مَبْدَأٌ = مَبْدَأٌ      نَبَأٌ = نَبَأٌ = نَبَأٌ = نَبَأٌ      وَبَأٌ = وَبَأٌ = وَبَأٌ

#### Note

The above examples illustrate three important rules:

(1) Word-initial hamza is always written in conjunction with alif.

(2) When written above alif, the hamza may have a fatHa, a damma, a kasra, or a sukuun; when written underneath alif, it always has a kasra. Thus the kasra of a subscript hamza is redundant and is often dropped.

(3) With the combination أ, a kasra may occur  
 (a) below the alif, or (b) below the hamza but above the alif.

#### Exercise 2 (hamza above waaw)

سُؤالٌ فُؤوسٍ رُؤوسٍ رُؤوسًا تَفَوُلٌ تَشَاؤمٌ شُؤونٌ مَسْؤُولًا  
 مَسْؤُولِيَّةٌ فُؤارٌ مُؤلِفٌ يُؤلُفُ يُؤخُذُ تُؤكَلُ بُؤسٍ  
 بُؤنٌ يُؤدِّي نُؤكَدُ مُؤتَمِرٌ مُؤخَرًا مُؤجَرٌ يُؤثِّرونَ  
 مُؤسِفٌ تُؤمِّمُ نُؤمَنُ مُؤخَرَةٌ مُؤامَرَةٌ مُؤاخَذَةٌ لُؤلُؤٌ

#### Exercise 3

رِئَةٌ قَائِلاً رِئَاشَةٌ رَئِيسُ قَائِدٌ إِسْرَائِيلُ كَائِنٌ نَائِماً تَجْزِيَةٌ  
 جِئْتُمْ سَيْمَ مِئَةً بِئْرًا بِيَعَةً مُسِيَّبًا بَرِيَّةً جَرِيَّةً بِئْسَ  
 مُلِئَةً يُكَافِئَ مُبْتَدِئَ يُنْبِئَ بَارِئَ يَبْتَدِئَ يُرْجِحُ مَلَاحِيَّةً  
 قَائِمًا تَبْرِيَةً جِئْتُمَا بِئْرَانِ مُنْبِئًا قَارِئًا جِئْتَنَا جَرِيَّةً مُبْتَدِئًا

فَاعْلَمْ قَاعِدٌ إِسْرَائِيلُ كَائِنٌ مُّنْبِئٌ مُّرْجِعٌ بَادِئٌ مُّبْتَدِئٌ قَارِئٌ

When the hamza is written above yaa', a kasra may be written (a) underneath the chair or (b) underneath the hamza but above the chair. Both positions are illustrated in the foregoing exercise.

Exercise 4 (hamza written independently)

حُمَرًا أُمَرَاءُ عُرَفَاءُ عُلَمَاءُ سَوَادُهُ إِنَاءُ لِقَاءُ زَاةُ  
بَرِيَّهُ بَذِيَّهُ رَدِيَّهُ هَنِيَّهُ بَطِيَّهُ مَلِيَّهُ يُسِيَّهُ يَقِيَّهُ شَنِيَّهُ  
قِرَاءَةُ تَشَاءَمْ تَفَاعَلْ إِسَاءَةُ بَاءَتْ جَاءَتْ جَاءَ لَاءَمْ  
جَاءَ مَاءُ بِنَاءُ مَسَاءُ سُوءُ مَوْءُوْهُ يَحِيَّهُ مُسِيَّهُ جَرِيَّهُ  
مَسَاءُ مَسَاءُ مَسَاءُ نِسَاءُ نِسَاءُ سَمَاءُ سَمَاءُ سَمَاءُ  
عِبَاءُ بُطْءَهُ بَدْءَهُ جُزْءَهُ ضَوْءَهُ مِلْءَهُ هَرْءَهُ جُزْءَهُ

Exercise 5 (hamza in different environments)

إَنْ أَمَّا أَبْدَا أُمَّهُ أَنْ إِنَهُ إِنَّمَا بُدِيَّهُ لِئِيمْ أُخْدَهُ  
إِنْرَاكْ جُرْقَهُ جَزَائِرُهُ مُبْتَدِئُهُ مُؤْلَفَاتِهُ تَسَأُلَاتِهُ تَضَاعَلَهُ يُرْجِحُهُ  
يَتَضَاعَلَ قَرَاءَاتِهِ شَاءُهُ إِمَّا شُؤُونِهِ مَسَاءُهُ فَضَاءُهُ إِلْفَاءُ مَاءِلُهُ  
يَحِيَّهُ جَاءَهُ مُقْرِئُهُ حِتْهُ فِتْهُ بَرِيَّهُ مُرْجِعُهُ أَفْئِدَهُ فَإِنَهُ  
يَفْتَأُهُ مُؤْجَلِهُ أَخِيرُهُ مُؤَخَّرًا مُؤَمَّرَهُ مَسَائِيَّهُ أَحْسَنُهُ حَسَنَاهُ

بِئْرٌ مِثَاتٍ بَأْسٌ إِنْتَاجٌ أُسْطُولٌ مَسَائِلٌ سُئَلَ تَنْبُؤٌ يُنْبَيُ

بَلَاءً جَلَاءً يَسُوءُ وَضُوءٌ وَطْءٌ عَبْءٌ وَطِيءٌ رَبْءٌ يَءِ بَذِيءٌ

(2) The ruq9a-style hamza is somewhat different from its nasx-style counterpart; the former is ش while the latter is ه. The symbol ش is, of course, written with a chair or independently, depending on the environment.

Trace the following examples, then copy them in the blank lines:

كَلْ أَمَّةٌ إِنْتَاجٌ سَأَكْلُ يُوْخَدْ بَغْشٌ جَمَاعَتْ بَيْعٌ

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نَبَّاً مُثْلِّ مَا وَبُوْسٌ تَأْسٌ أَصْبَحَ أَصْدِقَاءَ أَجْلَسَ

أَدْفَلَ لُولُوْ يُوكِفُونْ سَهْ رَاءِ رَأَى فَدَاعِيْ فَضَاءِ

The rules which specify the domain of independent hamza and the domain of each chair are rather complicated; discussion of those rules will therefore be postponed until the student has gained considerable practice in reading words where the hamza occurs. Eventually the student will conclude that certain environments require a certain chair, and his conclusion will be confirmed (or corrected) when the rules are presented.

### The "madda"

Whenever ا would otherwise occur, the symbol ـ is used. The horizontal wavy stroke is called the madda, and the alif functions as the chair.

The symbol ـ represents the sequence /'aa/: for example, the word /aakulu/ (/aakulu/ if one represents the initial glottal stop in the Roman transcription) is written as أـكـلـ rather than أـكـلـ.

Read the following exercises:

#### Exercise 1

أَخْذَ أَخْدَ أَكَلَ أَرَبَ أَرَبَ أَزَرَ أَزَرَ أَبَ أَبَ أَوَى أَوَى  
أَخِذُ أَتِ أَجَالُ أَمَلُ أَنْ أَثَامًا أَسِفُ أَثَارُ أَجِلاً أَذَاهُ

#### Exercise 2

اللَّهُ أَلَا تَ أَدَابُ أَبَا ظِلَالٍ ظَلَالٍ ظَلَالٍ قَرَأَ  
أَبْدَهُ أَنْ أَنْ أَسِفُ أَثَامًا أَخْطَأَ أَثَارًا بَدَأَ  
أَلِهَةُ أَخْرُ أَخْرُ مَكِيلُ أَكِيلُ أَبَارُ أَفَاتِ أَفَةٌ مَلَأَ  
تَامَرَ أَمِرًا مُتَامِرُونَ رَأَيِنِي رَأَنَا أَمَرَ أَمَلُ مَأْذُونٌ تَوَاطَأَ  
أَخِذُ أَخِذَا أَمِنُ أَجِلُّ أَبْطَأَ لَامُ أَلِيٌّ أَنْبَأَ

(2) The madda in ruq9a script is slightly more wavy than its counterpart in nasx printing; it begins with a downward stroke, and is written from right to left. Study and trace the following examples:

أَكْلٌ أَكْلٌ أَكْلٌ أَكْلٌ

عَامِرٌ بَآ آذَانٌ رَآهُ صَرَّاهُ آبَرٌ أَخْطَاهُ آخْرَينَ

Copy the following words in the blank lines:

رَآهُ آبَرٌ لَآتِيَّ أَكْلٌ مَآذَنَ قَرَآنَ أَرْجَاهُ

Blank lines for handwriting practice.

Write out the following words in Arabic script:  
/aaxiðan/, /aakilun/, /mir'aatin/, /aasifin/, /aadaaban/,  
/ra'aanii/, /aabaa'un/, and /aajilan/.

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#### Review

(a) Practise reading the following items until you can recognize them easily.

أَمْ أُسْتَارُ أَنَا أَنْتَ أَيْنَ رَئِيسٌ قَائِدُ أُسْتَارَةٍ أَيْضًا غَائِبُ أَنْتُمْ أَنْتُنَّ  
طَائِرَةٌ أَهْلًا وَسَهْلًا رَئِيسَاتُ طَائِرَاتٍ أُسْتَازَاتُ هُؤُلَاءِ أَسَاطِيرَةٌ إِسْرَائِيلُ  
صَنْعَاءُ أُولَائِكَ آدَمُ أَمْرِيكِيُونَ أَمْرِيكِيَّاتُ إِذَا عَيْنَ أَقْلَامُ أُرْدُنِيُونَ أُرْدُنِيَّاتُ  
قُدْمَاءُ قَدِيمَاتُ رُؤُسَاءُ عُرَفَاءُ أَبْعَدُ أَجَدُ أَجْمَلُ أَشَهَرُ أَصْفَرُ أَطْوَلُ  
أَظْرَفُ أَقْدَرُ أَقْدَمُ أَقْرَبُ أَقْصَرُ أَكْبَرُ أَكْثَرُ أُورَبَاءُ حِدَّا جُنُودُ جُيُوشٍ  
آمَانُ آلامٍ لُغَةٌ لُغَاتٍ

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a) above.

أُمْ أَسْتَاذٌ أَنَا أَنْتَ أَيْنَ رَئِيسٌ قَائِدٌ أَسْتَاذَةٌ أَيْضًا غَائِبٌ أَنْتُمْ أَنْتَنَّ  
طَائِرٌ أَهْلًا وَسَهْلًا رَئِيسَاتُ طَائِرَاتٍ أَسْتَاذَاتُ هُولَاءِ أَسْتَاذَاتُ إِسْرَائِيلُ  
صَنْعَاءُ أَوْلَادُكَ آدُمُ أَمْرِيكَيُونَ أَمْرِيكَيَّاتُ إِذَاعَةُ أَقْلَامٍ أَرْدَنْيَوْنَ أَرْدَنْيَيَّاتٍ  
قَدَمَاءُ قَدِيمَاتُ رَؤْسَاءُ عَرَفَاءُ أَبْعَدُ أَجْدُ أَجْمُلُ أَشْهَرُ أَصْفَرُ أَطْوُلُ  
أَظْرَفُ أَقْدَرُ أَقْدُمُ أَقْرُبُ أَقْصُرُ أَكْبُرُ أَكْثُرُ أَوْرَبَا جَدًّا جَنُودُ جِيُوشٍ  
آمَانُ لَامٌ لَغَةٌ لَغَاتٌ

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

#### The numerals

(1) The printed forms of 0 - 9 are given below (from right to left):

٩ ٨ ٧ ٦ ٥ ٤ ٣ ٢ ١ .

The pronunciation and the grammatical usage of Arabic numerals are rather complicated; in this book, only the graphical representation can be dealt with.

Identify each of the following numerals by giving

the English equivalent:

٢ ٨ ١٠ ٢ ٥ ٣ ٤ ٣ ٢ ٩ ٧ ٩ ٣ ٢ ٧ ٨ ٤ ٥  
٥ ٩ ٢ ١٠ ٥ ٨ ٤ ٢ ٧ ٦ ٣ ٩ ٢ ٣ ١ ٧ ٩ ٧

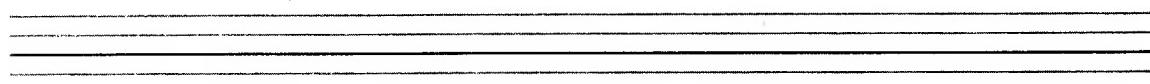
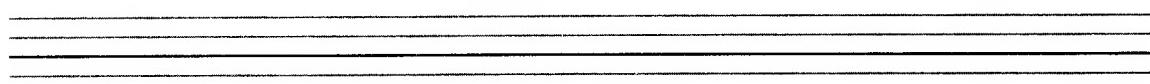
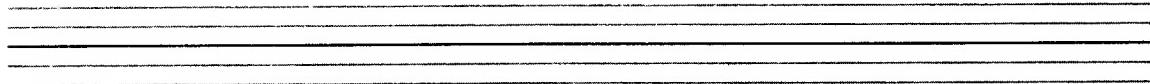
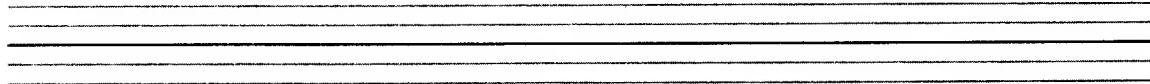
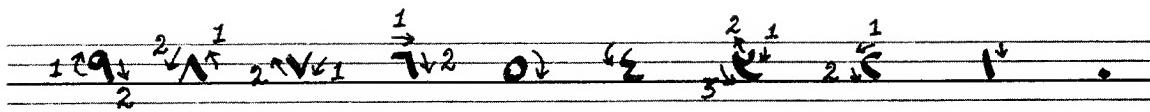
The digits of a written Arabic number and those of the corresponding English number occur in precisely the same arrangement; for example, in both the Arabic number ٥٣١ and the English equivalent 531, the symbol for 'five' is on the left, the symbol for 'one' is on the right, and the symbol for 'three' is in the middle.

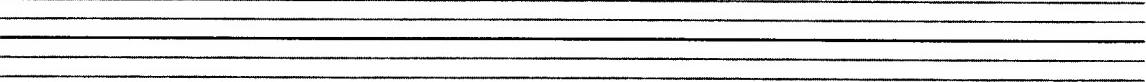
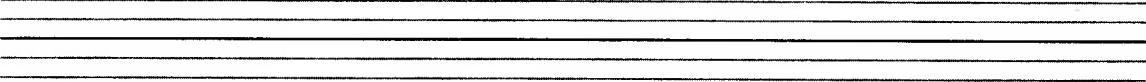
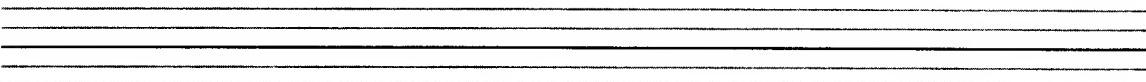
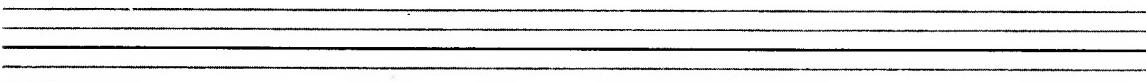
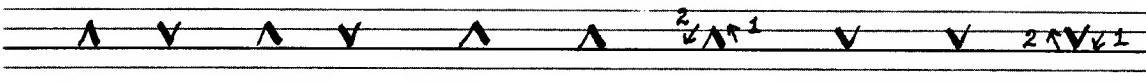
Give the English equivalents for the following numbers:

٣٥ ٦٢ ١٣ ٢٨ ١٧ ١٠ ٩٢ ٩٠ ٨٠ ٤٥ ٣٦ ٢٨  
٥٢٣ ٢٤٢ ٥٠٢ ٩٦٣ ١٣٨ ١٩٢ ٩٧٨ ٥٤٢ ٦٣٨  
٤,٥٩٣ ٩,٨٢٠ ٤,٣٢١ ١,٣٥٠ ٦,٨٢٣ ٩٣٠ ١٣٩ ١٢٠  
٢٩,٩١١ ١٠,٠٥٤ ٢٥,٠٠٠ ٢,١١١ ٨,٨٨٢ ٩,٩٩٩ ٩,١٠٢  
٤٥٠,٢٩١ ٩٢,٠٥٤ ٤٢,٦٣٨ ١٠,٠٠٠ ١٤,٩٩٩ ٣٢,٨٩٦  
٥,٢٠٨,٣٦٢ ٤,٠٥٩,٥٢٠ ١,٨٦٢,٥٤٢ ٦٣٨,٣٦٢  
٦,٢٤٨,٩٠٠,١١١

(2) The handwritten forms of the Arabic numerals 'two' and 'three' are different from the corresponding printed forms; for the rest of the numerals, the handwritten forms and their printed counterparts are quite similar. Trace the following numerals then copy them in the blank

lines:





In writing a group of two digits, Arabs start from the right unless the digit on the right is zero. In writing a group of three digits, Arabs proceed as follows:

- (a) The digit for the hundreds is written first.
- (b) The other two digits are written from right to left if they constitute one of the numerals 21 - 99; otherwise they are written from left to right. In this context, it is significant that the numerals 21 - 99 are pronounced in the fashion "one and twenty", "five and

sixty", etc.

Study the following examples, then copy them in the blank lines:

19 11 V 17 10 12 18 15 11

<sup>b</sup>a

g. A. v. T. o. z. k. c. l.

<sup>a</sup>b

c<sub>1</sub>c c<sub>2</sub>c c<sub>3</sub>c c<sub>4</sub>c c<sub>5</sub>c c<sub>6</sub>c c<sub>7</sub>c c<sub>8</sub>c

<sup>a</sup>c b

91A 47. 91C 717 94. 21. 210

<sup>a</sup>b c

A long number consists of groups (separated by commas). The groups are written consecutively, beginning with the highest. The digits constituting a group are written in the order specified above. Study the examples below:

b a c e d      a b c e d      a b d c e g f h i j  
52,480      70,988      1,480,978,88.

b a c e d f g h      a b c d e f g      a b c d f e g h i j k l  
54,449,11.      1,417,11.      710,449,444,11.

For all practical purposes, it is immaterial whether the learner writes the digits of a given number in the order described above or in some other order, so long as each digit is placed in the correct slot.

Copy the following numbers in the blank lines:

419,400,487,88.      08,440      9.,180      54,409,11.

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Write out the following numbers in Arabic:

1,590,750	382,112	6,150,048	273,949
6,386,027	918,446,516	10,542,170	18,142,229
98,071,333			

The "waṣla"

(1) In regard to their pronunciation, some Arabic words begin with a consonant cluster when they follow another form in the same utterance;\* when one of those words introduces the utterance, a prefix (consisting of a glottal stop and a following short vowel) occurs before the two consonants.\*\* Such words are therefore utterance-conditioned.

In the first of the two environments specified above, utterance-conditioned words are pronounced in close association (liaison) with the preceding form; the environment in question will therefore be called the "liaison position". Compare the underlined forms in the following two utterances:

/haada <u>lmuraasilu</u> /	'this correspondent'
/ <u>almuraasilu</u> hunaa./	'The correspondent is here.'

The symbol —~— indicates liaison; it is called waṣla or hamzat wasl 'connective hamza' (in opposition to the symbol —·— which is called hamzat qat9 'disjunctive hamza'), and seems to be an abbreviation of the saad in وصلة.\*\*\* According to the rules of Arabic spelling,

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\*An utterance is a stretch of speech which is preceded by silence or a pause and followed by silence or a pause.

\*\*Addition of the prefix prevents the unpermitted occurrence of consonant clusters in utterance-initial position. The short vowel of the prefix is /a/ in some words, /u/ in others, and /i/ in the rest.

\*\*\*In this book, the unqualified term "hamza" always refers to the symbol —·—.

an utterance-conditioned word which occurs in the liaison position should be written with an initial hamzat wasl; one which introduces the utterance should be written with an initial hamzat qat9. In the written forms of utterance-conditioned words, each of the initial symbols ~ and ‘ is combined with an alif; such forms should therefore begin with ـِ, ـِأَ, ـِإِ, or ـِ!:

هَذَا الْكِتَابُ جَدِيدٌ. 'This book is new.'

الْكِتَابُ هُنَا. 'The book is here.'

قُلْتُ أَكْتُبْ مَقَالًا. 'I said: Write an article!'

أَكْتُبْ مَقَالًا. 'Write an article!'

؟ مَا إِسْمُهُ؟ 'What is his name?'

إِسْمُهُ سَلِيمٌ. 'His name is Salim.'

Although correct, the use of initial ـِ, initial ـِأَ, and initial ـِ! in writing utterance-conditioned words is not popular; the more common practice is to omit the symbol ‘ and to retain the accompanying sakl:

الْكِتَابُ هُنَا. 'The book is here.'

أَكْتُبْ مَقَالًا. 'Write an article!'

إِسْمُهُ سَلِيمٌ. 'His name is Salim.'

In unvocalized and partly-vocalized texts, all utterance-conditioned words (no matter where they occur) are usually written with an initial alif which has neither a hamzat qat9 nor a sakl. Study the examples which are given

below:

هذا الكتاب جديدٌ . 'This book is new.'

الكتاب هنا . 'The book is here.'

قلتُ أكتب مقالاً . 'I said: Write an article! '

أكتب مقالاً . 'Write an article! '

ما اسمه؟ 'What is his name?'

اسمه سليم . 'His name is Salim.'

Read the following exercises:

Exercise 1

هذا القلم طويلاً - القلم طويلاً صديقي في البيت - البيت جديد  
في المدرسة - المدرسة صغيرة قلتُ أكتب مقالاً - أكتب مقالاً  
هذه البنت جميلة - البنت جميلة تلك المدينة بعيدة - المدينة بعيدة  
ما اسمها؟ - اسمها فريدة ما اسمه؟ - اسمه علي

Exercise 2

هذا القلم طويل" — القلم طويل"	صديقي في البيت — البيت جديد"
مكتب العقيد — العقيد مشهور"	أين المكتب؟ — المكتب هناك
هذه البنت جميلة" — البنت جميلة"	تلك المدينة بعيدة" — المدينة بعيدة"
على الكرسي — الكرسي جديد"	دفتر الأستاذ — الأستاذ قدير"
ما اسمه؟ — اسمه عليٌّ	ما اسمها؟ — اسمها سميرة

2 (a). Listed below are the common utterance-conditioned words of Modern Standard Arabic:

(i) Words beginning with the definite article:  
e.g., سيارةُ المُرَايِلْ 'the correspondent's car', المُرَايِلْ هُنَا 'The correspondent is here.'

(ii) Imperative sound verbs of Measure I:  
e.g., أَكْتُبْ رسالَةً 'I said, Write!', قُلْتُ آكْتُبْ 'Write a letter!', إِذْهَبْ مَعَهُ 'I said, Go!', قُلْتُ آذْهَبْ 'Go with him!'

(iii) Past-tense forms, imperative forms, and verbal nouns of Measures VII - X: e.g., صَدِيقِي آسْتَمَعَ لَهُ 'My friend listened to him', إِسْتَمَعَ صَدِيقِي لَهُ 'My friend listened to him'; يَا صَدِيقِي آسْتَمَعْ 'My friend, listen!', إِسْتَمَعْ يَا صَدِيقِي 'Listen, my friend!'; سَرَرَنِي آسْتِمَاعُكَ لَهُ 'It pleased me that you listened to him', إِسْتِمَاعُكَ لَهُ سَرَرَنِي 'It pleased me that you listened to him.' (on the other hand, the past-tense forms, imperative forms, and verbal nouns of Measure IV are written with a hamzat qat9).

(iv) The following nouns: اَبْنَةُ 'son', اَبْنَةٌ 'daughter'; اَثْنَانٌ 'two (M)', اَثْنَتَانٌ 'two (F)'; اَمْرُؤُ 'a man', اِمْرَأَةٌ 'a woman'; and اِسْمٌ 'name': e.g., هَذَا اَبْنِي هُنَّا 'This is my son', اَبْنِي هُنَّا 'My son is here.'

Notice that, in utterance-initial position, words of the first type are written with í as the first symbol, those of the second type are written with í (if the stem vowel is /u/) or ! (if the stem vowel is not /u/), and the rest are written with !.

#### Note

The definite article is usually written with an initial alif; however, that alif is dropped after the prepositional particle لـ; it is also dropped after the particle جـ and the interrogative particle هـ (both of which rarely occur before the definite article in Modern Standard Arabic).\* After other particles, the alif is retained:

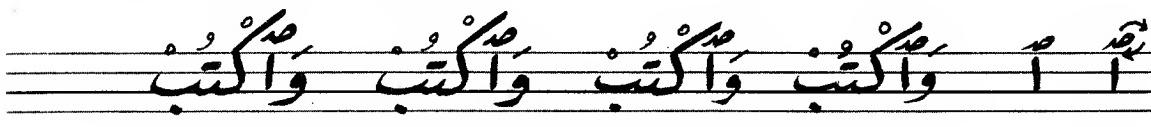
الْأَرْدُنْ 'Jordan'

لِلْأَرْدُنْ 'To Jordan'

بِالْأَرْدُنْ 'in Jordan'

كَالْأَرْدُنْ 'like Jordan'

(b). The wasla in ruq9a script resembles its counterpart in nasx printing. After writing the alif, one writes above it a small loop similar to that of saad, then continues to the left with a short, wavy tail. Study and trace the examples below:



\*A sequence consisting of the interrogative هـ and the alif of the definite article is replaced by هـ + الـ; thus هـ + الـ كتاب → آلِكتَاب

Copy the following sequences in the blank lines:

سَعَ الْوَزِيرِ إِلَى الْعَرَاقِ حَتَّى الْأَرْضِ بِالْيَمِينِ

.....

فِي الْعَرَبِيَّةِ عَنِ الْبُلْمَانِ الْفَرِيقِ مَا أَسْمَعَ وَأَكْتَبَ

.....

كِتَابُ أَبْنِي فَاجْتَهَدْنَا مَعَ الْمُهِيرِ وَالَّذِي أَذْهَبَ

.....

#### Writing exercises

- (1) Write out the following sentences in Arabic script; each sentence begins with an utterance-conditioned word:  
/alkitaabu hunaa/, /almuraasilu hunaaka/, /uxruj min hunaa/,  
/isma9 liqawlii/, /albaytu ba9iidun/, /inşarafa ba9da  
saa9atin/, /ibnuka hunaa/, /al9amalu ka9iirun/, /ismuhu

fariidun/ .

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(2) Write out the following expressions in Arabic script. Each expression contains one of the utterance-conditioned words used in exercise (1): /kataba lkitaaba/, /qaabaltu lmuraasila/, /qultu xruj/, /fasma9/, /lilbayti/, /fantaqala/, /libnika/, /bil9amali/, /hali smuhu ba\$iirun?/.

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### "Sun letters"

Prescriptive rules of spelling stipulate that, after the graphical sequence **جـ** which represents the definite article, a sadda must occur above the letters **تـ**, **ثـ**, **دـ**, **زـ**, **رـ**, **زـ**, **سـ**, **شـ**, **صـ**, **ضـ**, **طـ**, **ظـ**, **لـ**, and **نـ** (called "sun letters" because شـ 'sun' begins with one of them\*). The sadda indicates that, in pronunciation, the consonant represented by the laam is assimilated to the following consonant. Two examples are given below:

الشمس	(/aṣṣamsu/)	'the sun'
الطالب	(/atṭaalibu/)	'the student'

Notice that when followed by a "sun letter", the laam of **جـ** is written with no accompanying diacritical marks.

Except for **شـ**, the "sun letters" listed above represent dental consonants; thus in most cases it is to a dental consonant that the dental /l/ is assimilated. In some pronunciations (e.g., that of Egyptians), **كـ** and **جـ** are optionally included in the "sun letters".

In most handwritten and printed texts, the short vowel symbols, the sukuun, the initial hamza, the dagger alif, and the sadda are omitted although some Arabists insist that the hamza and the sadda must be dropped under no circumstances. Even when supplied elsewhere in partly-vocalized and totally unvocalized texts, the sadda is often missing above the "sun letters" after **جـ**.

Read the following words and phrases:

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\*The contrasting group are called "moon letters" because قـ 'moon' begins with one of them; to this group belong all consonant symbols other than the "sun letters".

### "Sun letters"

Prescriptive rules of spelling stipulate that, after the graphical sequence  **JJ** which represents the definite article, a sadda must occur above the letters **ت ، ث ، د ، ذ ، ز ، س ، ش ، ص ، ض ، ط ، ظ ، ل ، ن** (called "sun letters" because شمس 'sun' begins with one of them\*). The sadda indicates that, in pronunciation, the consonant represented by the laam is assimilated to the following consonant. Two examples are given below:

الشّمس	(/aṣṣamsu/)	'the sun'
الطالب	(/aṭṭaalibu/)	'the student'

Notice that when followed by a "sun letter", the laam of  **JJ** is written with no accompanying diacritical marks.

Except for **ش**, the "sun letters" listed above represent dental consonants; thus in most cases it is to a dental consonant that the dental /l/ is assimilated. In some pronunciations (e.g., that of Egyptians), **ك** and **ج** are optionally included in the "sun letters".

In most handwritten and printed texts, the short vowel symbols, the sukuun, the initial hamza, the dagger alif, and the sadda are omitted although some Arabists insist that the hamza and the sadda must be dropped under no circumstances. Even when supplied elsewhere in partly-vocalized and totally unvocalized texts, the sadda is often missing above the "sun letters" after  **JJ**.

Read the following words and phrases:

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\*The contrasting group are called "moon letters" because قمر 'moon' begins with one of them; to this group belong all consonant symbols other than the "sun letters".

الشّمْسُ الْلُّغَةُ عَلَى النَّهَرِ مِنَ الطَّالِبِ  
التَّلْيِيدُ الرَّجُلُ وَالْمَرْأَةُ النُّورُ وَالظَّلَامُ فِي الدَّرْسِ

الْقَهْوَةُ وَالشَّايُ الشَّمْسُ وَالقَمْرُ أَحَبَّ التَّدْرِيسَ  
القهوةُ والشَّايُ الشَّمْسُ وَالقَمْرُ أَحَبَّ التَّدْرِيسَ

بَعْدَ الظَّهَرِ الصَّدِيقُ الْمُخْلِصُ النِّسَاءُ الْثَلَاثُ  
بعد الظَّهَرِ الصَّدِيقُ الْمُخْلِصُ النِّسَاءُ الْثَلَاثُ

## (2) Dictation

Your teacher will dictate the following sentences  
to you:

الْكِتَابُ مَعَ الصَّدِيقِ الْأَمْرِيكِيِّ .	الْطَالِبُ مَعَ الصَّدِيقِ الْأَمْرِيكِيِّ .
الدَّفَرُ مَعَ التَّلْيِيدِ .	السَّبُورَةُ قَرِيبَةٌ مِنَ الْبَابِ .
الجُنْدِيُّ مَعَ الْأُسْتَادِ .	هَذَا الرَّجُلُ عَرَبِيٌّ .
هَذَا الشَّبَاكُ كَبِيرٌ .	الْطَالِبَةُ الظَّرِيفَةُ مِنَ الْعِرَاقِ .
الْلُّغَةُ الْعَرَبِيَّةُ لُغَةُ الْأَرْدُنِ .	مَنِ التَّلْيِيدُ الْثَانِي ؟

## Review

(a) Practise reading the following items until you can recognize them easily.

صَبَاحُ الْخَيْرِ .

مَسَاءُ النُّورِ .

وَعَلَيْكُمُ السَّلَامُ .

السَّلَامُ عَلَيْكُمْ .

مَعَ السَّلَامَةِ .

هَلْ آلَيْمَنْ بَعِيدَةٌ مِنْ الْأَرْدُنْ ؟ مَا لُغَةُ الْيَمَنِ ؟

الْعِرَاقُ جُمْهُورِيَّةٌ دِيمُقْرَاطِيَّةٌ ، وَأَمْرِيَكاً أَيْضًا جُمْهُورِيَّةٌ دِيمُقْرَاطِيَّةٌ .

السُّودَانُ قَرِيبٌ مِنْ جُمْهُورِيَّةِ مِصْرَ الْعَرَبِيَّةِ .

جَرِيدَةُ الْأَهْرَامِ مَعْرُوفَةٌ فِي أَمْرِيَكا ، وَجَرِيدَةُ الْوَاشِنْطُنْ بُوستَ مَعْرُوفَةٌ فِي مِصْرَ .

جَرِيدَةُ الْحَيَاةِ لُبْنَانِيَّةٌ وَجَرِيدَةُ الْوَاشِنْطُنْ بُوستَ أَمْرِيْكَيَّةٌ .

الْقَاهِرَةُ عَاصِمَةُ مِصْرَ ، وَهِيَ مَقْرُونَ الْحُكُومَةِ .

مَا آسُمُكَ ؟ وَمَا آسُمُ صَدِيقِكَ الظَّرِيفِ .

أَيْنَ الْطَّالِبُ التُّرْكِيُّ ؟ وَأَيْنَ الرَّجُلُ الْعِرَاقِيُّ ؟ وَالضَّابِطُ الْمِصْرِيُّ ؟ وَالرَّاعِلُ الْلَّيْبِيُّ ؟

أَيْنَ الدَّفَرُ ؟ هَلْ هُوَ قَرِيبٌ مِنَ الشَّبَابِ ؟

هَلْ أُسْتَاذُكَ هُنَا الْيَوْمَ ؟ أَيْنَ أُسْتَاذُكَ الْآنَ ؟

هَلْ رَئِيسُ الْوُزَارَاءِ رَجُلٌ قَدِيرٌ ؟

(b) Practise reading the following items until you can recognize them easily; except for not being fully vocalized, they are identical to what you read in exercise (a).

صباح الخير . صباح النور .

مساء الخير . مسأء النور .

السلامُ عليكم . وعليكمُ السلام .

مع السلامة .

هل اليمن بعيدة من الأردن ؟ ما لغة اليمن ؟

العراق جمهورية ديمقراطية ، وأمريكا أيضاً جمهورية ديمقراطية .

السودان قريب من جمهورية مصر العربية .

جريدة الأهرام معروفة في أمريكا ، وجريدة واشنطن بوست معروفة في مصر .

جريدة الحياة اللبنانية وجريدة واشنطن بوست أمريكية .

القاهرة عاصمة مصر ، وهي مقرّ الحكومة .

ما اسمك ؟ وما اسم صديقك الظريف ؟

أين الطالب التركي ؟ وأين الرجل العراقي ؟ والضابط المصري ؟ والمراسل الليبي ؟

أين الدفتر ؟ هل هو قريب من الشبّاك ؟

هل أستاذك هنا اليوم ؟ أين أستاذك الآن ؟

هل رئيس الوزراء رجل قد يرى ؟

(c) Learn to spell the items of exercise (b). Your teacher will select some of those items for dictation.

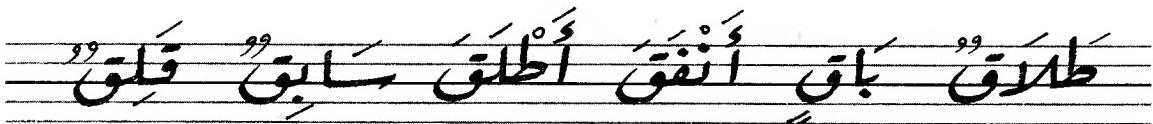
Alternate forms for certain letters

You are now familiar with all the letters of the Arabic alphabet; however, some Arabic letters have alternate shapes which you must learn to recognize and some of which you must learn to write. The alternate forms which will be discussed here are found only in the ruq9a style.

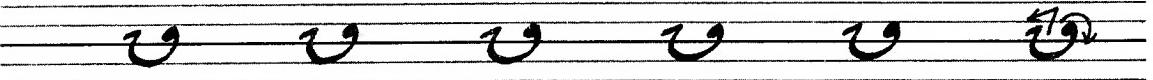
There are four alternate forms each of which ends in a short tail; that tail corresponds to the dot (or dots) of the nasx counterpart. The forms in question are discussed below.

The flourished "qaaf"

The flourished form of qaaf which you have already learned to write is illustrated below:



The more common way of writing flourished qaaf is to end the semicircular stroke with a short slanting tail which is written from right to left above the middle line; no superscript stroke is written as part of the letter. Study and trace the examples below:



Copy the following words in the blank lines:

سَاقْ بَارِيْ اطْلَرُوْ قَلْقُوْ سَابِوْ اُنْفُوْ

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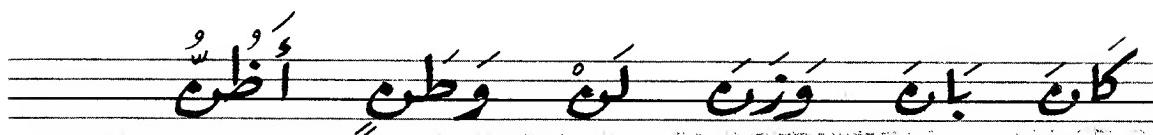
9

10

Write out the following words in Arabic script, using the alternate form of flourished qaaf: /faaruuqun/, /saaqun/, /abraqa/, /tamziiqun/, /baqqin/, /yusbaqu/, /suriqa/, /nassaqa/, /saaqqin/, /ibqa/, and /yaliiqu/.

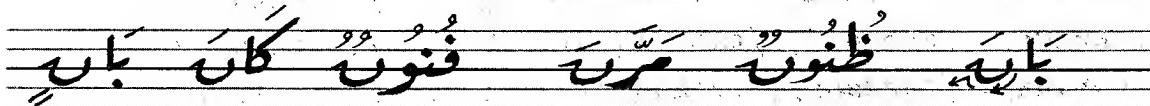
### The flourished "nuun"

The form of flourished nuun which you have already learned to write is illustrated below:

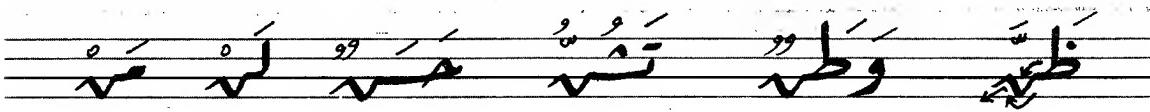


The more common way of writing flourished nuun may be described as follows:

(1) The downward stroke of independent nuun is begun slightly above the middle line, but instead of making a semi-circle and adding a dot above it, one makes a shape which is round on the right side but angular on the left, and then ends the letter with a tail similar to that of flourished qaaf; no superscript dot is written. Study and trace the examples below:



(2) Final nuun begins with a descent from the joining line. The letter in this position is V-shaped but ends with the characteristic slanting tail. Study and trace the following examples:



Copy the following words in the blank lines:

وَنْتَ إِيمَانٌ لِبَنَاءُ الْحَسِيدِ الْيَمِينُ لِكَلَّ

Write out the following words in Arabic script, using the alternate forms of flourished nuun: /al-yaabaanu/, /afgaanistaanu/, /al-yuunaanu/, /baṭnin/, /danna/, /diinun/, /adaana/, /almuduna/, /jayṣaani/, /yaliinu/, /mu9askarayni/, and /lijaaanun/.

## Dictation

Write the following words as they are dictated to you, using the alternate forms of flourished qaaf and flourished

nuun:

لَنْ سَبَقَ فَارَنْ فَنْ سَبَقَ لَاقَ

مِنْ مَنْ سَاقِ فَرْقٌ وَطِنْ بَانَ شَقَّ

The flourished "daad"

The flourished form of daad which you have learned to write is illustrated below:

فَاضٍ فَرْضٌ بَاضٌ يُنْجِشُ مَرْيَضٌ

The more common way of writing flourished daad is to replace the semi-circle by a stroke which is identical to the alternate form of final nuun, but which begins with an ascent. This form of daad has no dot above the loop. Study and trace the examples below:

ص ص ص ص ص ص

فَاضٍ فَرْضٌ بَاضٌ يُنْجِشُ مَرْيَضٌ

Copy the following words in the blank lines:

عَوْضَ رَاحَ أَمْرَاحُ بَنْفَرَصَ بَنْ

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Write out the following words in Arabic script, using the alternate form of flourished daad: /riyaadun/, /baydin/, /qaadin/, /mariidin/, /infadqa/, /furuudun/, /quruudin/, and /tamriidun/.

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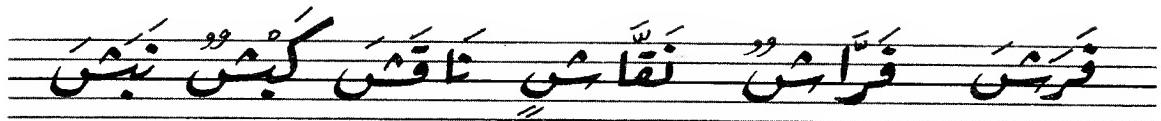
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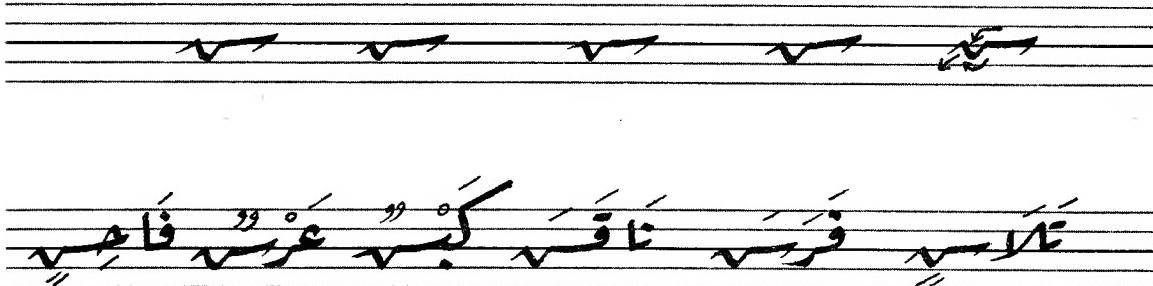
The flourished "siin"

The flourished form of siin which you have learned to

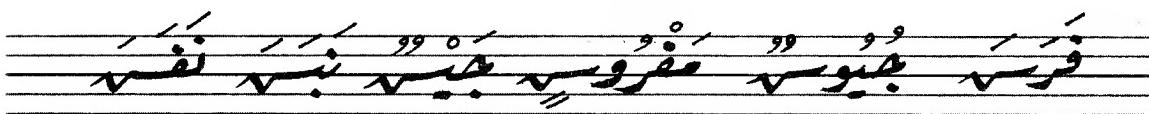
write is illustrated below:



The more common way of writing flourished siin is to replace the semicircle of the basic shape by a stroke identical to the alternate form of final nuun and to omit the suprascript stroke. Study and trace the examples below:



Copy the following words in the blank lines:



Write out the following words in Arabic script, using the alternate form of flourished siin: /ja'śin/, /aljayśu/, /qaśsin/, /maaśin/, /niqaaśun/, /firaaśin/, /Haśiisín/, /Haśsaasún/, /kabśin/, and /raħħaaśin/.

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#### Dictation

Write the following words as they are dictated to you, using the alternate forms of flourished daad and flourished siin:

قاضٍ قاشٍ نقض نبش رفَضْ نقاشٌ

كُبُشٌ مَرِيفٌ تَلَاشٌ جَيْشٌ مُمَرَّضٌ الْبَعْضُ

#### The alternate forms of " "

The suffix /-un/ which occurs on nuna<sup>tive</sup> forms can be written in one of three ways: the first way, which you have already learned, is to place two damma's above the last consonant symbol of the word. The following are examples:

بَيْتٌ فِنْجَانٌ كُتُبٌ طَالِبٌ سَعْكَرٌ ضَابِطٌ قَاتِمٌ

The second way is to write a damma then surround its head with a halo (written upwards):

٢١٩١

بَيْتٌ فِنْجَانٌ مُعَكَّرٌ ضَابِطٌ قَلْمَرٌ

The third (and most common) way is to write a damma and add to the bottom of its tail a small semicircle similar to the suprascript stroke of the ruq9a-style 0aa'. The symbol is one continuous stroke. Study and trace the examples below.

٤٢٩٢

بَيْتٌ سَجَرَةٌ حَجَرٌ جُنْدِيٌّ طَالِبٌ

Copy the following words in the blank lines:

بَيْتٌ فِنْجَانٌ كُتُبٌ طَالِبٌ مُعَكَّرٌ ضَابِطٌ قَلْمَرٌ

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Write out the following words in Arabic script, using the alternate form \* : /Harfun/, /salaamun/, /qahwatun/, /kitaabun/, /darsun/, /yadun/, /raşıifun/, /maw9idun/, /juyuuşun/, /ardun/, /sayyaaratu/, and /şaHnun/.

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#### Review

(a) Study the following sentences until you can read them fluently.

١- جَامِعَةُ سَانْفُورِد كَبِيرَةٌ وَالْأَسْنَادُ الْذِيَّةُ فِيهَا  
قَدِيرُونَ . صَدَرَ الْأُسْتَادَاتِ الْلَّوَاتِي فِي تِلْكَ الجَامِعَةِ  
أُسْتَادَةٌ مَشْهُورَةٌ مِنْ أُورْبَا أَسْمُهَا جِيَهْ بِرَاوْنَ .

٢- جَيْهْ مَصْرِيٌّ وَقَائِدُهُ مُسِيرٌ مَعْرُوفٌ .

٣- فِي سَكْبِ الْأُسْتَادِ مُحَمَّدٌ وَمُحَمَّضٌ . الْمُهَمَّضُ  
عِرَاقِيٌّ وَالْمُهَمَّضُ مَصْرِيٌّ .

(b) Practise writing the above sentences. Your teacher will dictate them to you in whatever order he chooses.

### Additional alternate forms for recognition

In ruq9a script there are some fairly common forms which you must learn to recognize but which you need not learn to write. Those forms are discussed below.

#### Alternate forms of final "haa'" and final "taa' marbuuta'

Final haa' and final taa' marbuuta have the forms  and  respectively, as in the following examples:

قَدْمَهُ بَيْتَهُ لَفَتَهُ طَرَبَهُ مَدْرَسَهُ الْلُّغَهُ سَنَهُ

The stroke  is often replaced by a downward stroke which starts from a point on the middle line. Accordingly, the above words would be written as follows:

قَدْمَهُ بَيْتَهُ لَفَتَهُ طَرَبَهُ مَدْرَسَهُ الْلُّغَهُ سَنَهُ

Read the following words aloud.

بَابُهُ رِجْلُهُ عَطْلَهُ حُكُومَهُ الْلُّغَهُ الْعَرَبِيهُ

رَأْسُهُ سَيَارَهُ مَدْرَسَهُ بَطَهُ سَاعَهُ

بَحْيَهُ خِلَافَهُ مُخْلَصَهُ دَرَاسَتَهُ دَقِيقَهُ

Alternate forms of the combination "alif-laam"

The two letters which stand for the definite article are normally written as الـ . The following are examples:

الْكِتَبُ الْأَكْلُ الْمَاءُ الصَّبَاجُ  
الْبَيْتُ الْقَهْوَةُ الْعَلَاقَةُ الرَّفِضُ الْوَرَقُ النَّقْشُ

Sometimes, however, Arabs write the alif below the middle line and underneath the laam. Accordingly, the foregoing words would be written as follows (the short vowel symbols are omitted):

كِتَبٌ أَكْلٌ مَاءٌ صَبَاجٌ

بَيْتٌ قَهْوَةٌ عَلَاقَةٌ رَفِضٌ وَرَقٌ نَقْشٌ

A less common way of writing the definite article is to join the two letters at the top. Study the following examples (short vowels are not represented):

الْكِتَبُ الْرَّجُلُ الْأَكْلُ الْمَاءُ الصَّبَاجُ  
الْبَيْتُ الْقَهْوَةُ الْعَلَاقَةُ الرَّفِضُ الْوَرَقُ النَّقْشُ

Alternate form of "kaaf-alif"

The standard form of kaaf-alif is that which occurs in the following examples:

كَانَ كَارِبَةً كَافِرٌ كَاسْتُ كَافٍ كَاسْلُ مَكَابِيْ كَادَ

Another form of the same combination is illustrated below (short vowels are not represented):

كَانَ كَارِبَةً كَافِرٌ كَاسْتُ كَافٍ كَاسْلُ مَكَابِيْ كَادَ

Alternate forms for combinations consisting of (1) a "raa'", "zaay", "daal", or "daal" and (2) a following "haa'" or "taa' marbuuta"

The examples below show the standard form of haa' and taa' marbuuta after raa', zaay, daal, and daal:

سَرَّهُ عُمْرُهُ سَنَرَهُ جَزَّهُ حَرَّهُ نَبَّهُ حَذَّهُ  
الْقَاهِرَهُ النَّاصِرَهُ هَرَهُ عَزِيزَهُ سَهُ الْوَلَادَهُ فَنَهُ لَهَّهُ

Many Arabs, especially when writing fast, join raa', zaay, daal, and daal to a following haa' or taa' marbuuta. Some Arabs omit taa' marbuuta's suprascript stroke, a practice which is considered erroneous. The following are examples (short vowels are not represented):

سَرَّهُ عُمْرُهُ سَنَرَهُ جَزَّهُ حَرَّهُ نَبَّهُ حَذَّهُ  
الْقَاهِرَهُ النَّاصِرَهُ هَرَهُ عَزِيزَهُ سَهُ الْوَلَادَهُ فَنَهُ لَهَّهُ  
الْقَاهِرَهُ النَّاصِرَهُ هَرَهُ عَزِيزَهُ سَهُ الْوَلَادَهُ فَنَهُ لَهَّهُ

Alternate forms of "alif maqṣuura" and final "yaa'

The standard forms of alif maqṣuura and final yaa' are illustrated below:

فِي لِي لَكَيْ كَيْ مَنِي عَلَى إِلَى رَمَى

Alif maqṣuura and the basic stroke of final yaa' may assume the form  whose horizontal stroke is written beneath the preceding connector. This is especially common in very short words such as /fii/ 'in', /9alaa/ 'on', and /ilaa/ 'to'. Study the examples below (short vowels are not represented):

فِي لِي لَكَيْ كَيْ مَنِي عَلَى إِلَى رَمَى

Review

Study the following sentences until you can read them fluently.

- ١- الوزير خالد فريد من أشهر وزرائي في حكومة السودان الجديدة، وهو الآن في مكتب رئيس الجمهورية السودانية.
- ٢- جميلة بشير أستاذ قديق في مدرسة خاصة في مدينة بيروت. رئيس مدرستها رجل قدير معروف اسمه علي فريد وهو أستاذ اللغة العربية. صاحق الرئيس أستاذة جميلة اسمها سميح نجيب.
- ٣- جامعة كاليفورنيا أكبر منه جامعة كالزاس.

### Writing the "hamza"

The paragraphs below summarize the rules for writing the hamza in word-initial, word-medial, and word-final positions.

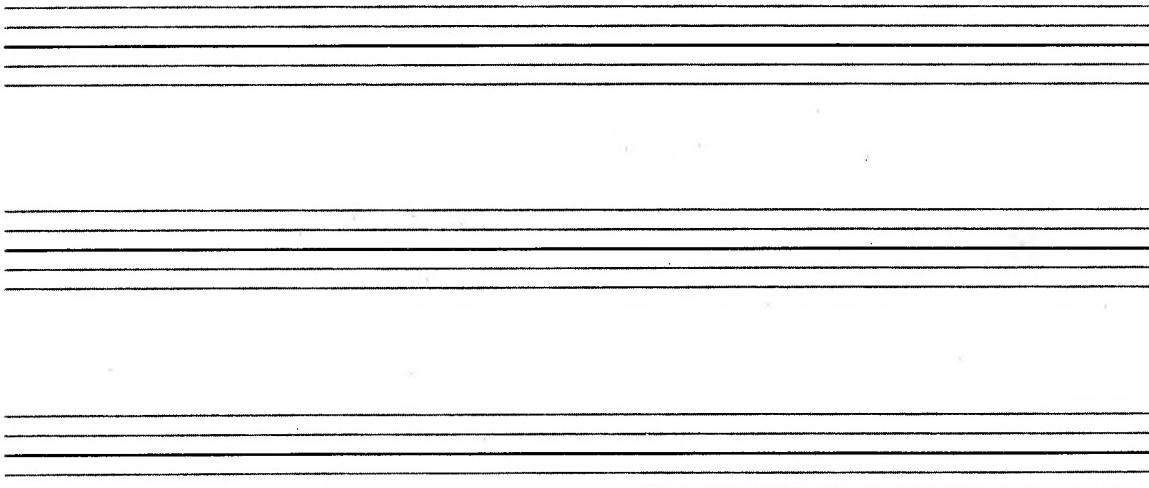
#### I. The hamza in word-initial position

When it occurs at the beginning of an Arabic word, the hamza is always written in conjunction with an alif.

A. When it has a fatHa, initial hamza is written above the alif. Read the examples below:

أَنَا أَنْتَ أَنْتُمْ أَنْتُنَّ أَنْوَاعٌ أَجْهِزَةٌ أَخْرَجَ  
أَكْلَ أَحْسَنَ أَمْلَ أَدْبُ أَكْبَرُ أَيَّامًا أَوْلَادٍ أَرْضًا

Write the above words in ruq9a script.



Write out the following words in Arabic script:  
/arkaba/, /alfin/, /amriikaa/, /afdalu/, /abadan/, /aṣrabu/,

/arba9uuna/, /amsi/, and /aşlun/.

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B. When it has a damma, initial hamza is written above the alif. Read the examples below:

أَفْضُلُ أُسْتَاذٌ أُولَى أُهْدِي أُمَّةٌ  
أَحَارِبُ أُشَارِكُ أُسَسَ أُعْدِمَ أُعْطِيَ

Write the above words in ruq9a script.

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Write out the following words in Arabic script:  
/ufarrigu/, /ustaaadan/, /umamin/, /uslimu/, /unaaqišu/,  
/ukaatibu/, /udarrisu/, /u9tii/, /u9aamiluka/, and  
/uHaaribuhum/.

C. When it has a kasra, initial hamza is usually written underneath the alif (with the kasra under the hamza): إِ . An initial hamza which has a kasra may also be written above the alif; in this case, the kasra may be written under the hamza or under the alif: إْ or أِ .

إِرْسَالٌ إِنْ إِلْفَاءُ إِجْلَاءٌ إِيْرَانُ  
أَرْسَالٌ أَنْ أَلْفَاءُ أَجْلَاءٌ أَيْرَانُ  
أَرْسَالٌ إِنْ أَلْفَاءُ أَجْلَاءٌ أَيْرَانُ

The kasra of a subscript hamza is redundant and may therefore be dropped. Read the following examples:

إِرْسَالٌ إِنْ إِلْفَاءُ إِجْلَاءٌ إِيْرَانُ

Write the above words in ruq9a script.

Write out the following words in Arabic script:  
/idxaalin/, /irsaalan/, /iiraanu/, /iitaaliyaa/, /iənun/,

/i9daaman/, /idaa/, /illaa/, and /ijmaalan/.

D. If it would otherwise occur, the sequence is replaced by T. Read the following examples:

أَيَّتِ آيَةً "أَلْ كُلُّ تَخْذُ أَتْ حَلَّا لَامْ أَسِفًا  
أَرَأَيْنِ الْهَمَّةَ أَسِيَا آنْ آثَارُ أَبَ آذَارُ آدُمْ آلَةَ

Write the above words in ruq'a script.

Write out the following words in Arabic script:

/aajilan/, /aadamiyyun/, /aasiyaa/, /aakulu/, /aamiran/ /aaxudu/, /aaθaarin/, /ayatin/, /aana/, /aasifin/, and

/aalihatun/ .

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#### Dictation

Write down the following words as your teacher dictates them to you:

أَكْتُبْ أُمْ إِرْسَالٍ إِيْرَانْ كُلْ تَيْهٌ  
إِيْطَالِيَا أُدْرِسْ إِفْطَارِ أَرْضْ آسِيَا أُنَاقِشْ آلَاتٍ

#### II. The hamza in word-final position

A word-final hamza is one which occurs as the last letter of the word.

The chair of word-final hamza is homogeneous with the immediately preceding ṣakl:\*

A. When preceded by a fatHa, final hamza is written in conjunction with an alif: if accompanied by a kasra, it may be written either above the alif or beneath it; otherwise it is written above the alif. Read the following

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\*The term ṣakl (plural: ashkaal) denotes a short vowel symbol.

examples:

يَبْدَأْ نَبَأْ مَبْدَأْ قَرَأْ يَقْرَأْ مَلْجَأْ أَبْطَأْ مَلَأْ يَمْلَأْ  
أَبْطَأْ يَفْتَأْ كَافَأْ أَجْرَأْ يَبْرَأْ نَقْرَأْ نَبَأْ يَنْبَأْ أَمَلَأْ يَمْلَأْ  
مَبْدَأْ مَبْدَأْ مَبْدَأْ الْمُبْدَأْ الْمُبْدَأِ الْمُبْدَأِ  
نَبَأْ نَبَأْ نَبَأْ الْنَّبَأِ الْنَّبَأِ الْمَلَأِ الْمَلَأِ الْمَلَأِ

Write the above words in ruq9a script.

Handwriting practice lines for the Ruq'ah script, consisting of four sets of five horizontal lines each.

Write out the following words in Arabic script:

/qara'a/, /taqra'u/, /annaba'i/, /mabda'in/, /naba'in/,  
/kaafa'a/, /yafta'u/, /namla'u/, /mabda'an/, /mala'un/,

/yabda'u/, and /naqra'u/.

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B. Whenever it would otherwise occur, a word-final <sup>ه</sup> is replaced by ت . Read the following examples:

لَمْ يَقُولْ أَنْتَ تَوَاطِعْ إِبْرَاهِيمَ تَسْأَلْ قَرْبَانْ

Write the above words in ruq9a script.

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Write out the following words in Arabic script:

/bada'aa/, /yabda'aa/, /qara'aa/, /nabba'aa/, and /mala'aa/.

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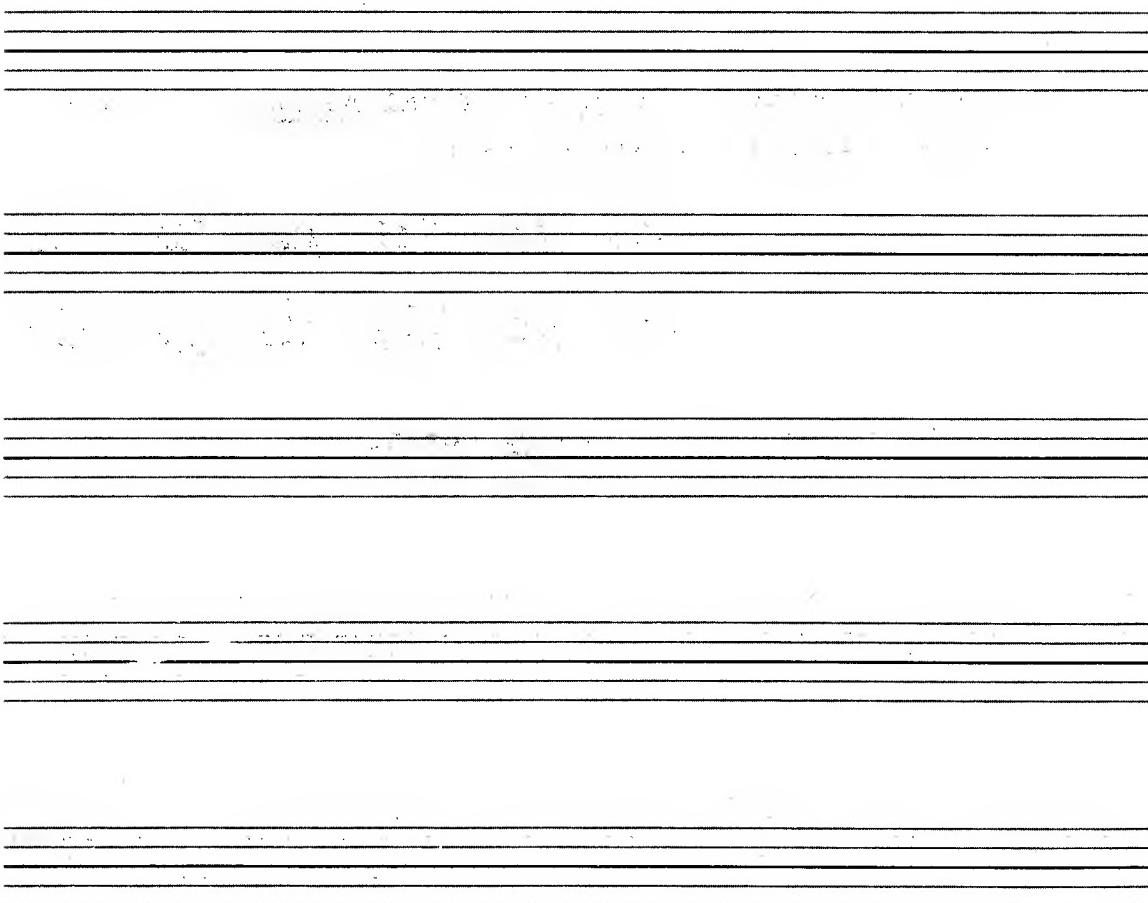
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C. When final hamza is preceded by a kasra, it is written over a yaa' (without the two subscript dots). Read the following examples:

شَاطِئٌ قَارِئٌ فَتَيَّأْ يُبَطِئُ مَلَاجِئُ يُنْبَئُ مُبْتَدِئٌ لَّاجِئٌ  
شَاطِئٌ مُقْرِئٌ يَسْتَعْرِئُ قَارِئٌ مَلَاجِئُ مُسْتَعْرِئٌ  
يُقْرِئُ مُتَكَافِئٌ يُبَرِئُ لَّاجِئٌ يَبْتَدِئُ مُمْتَلِئٌ مُمْتَلِئٌ

Copy the above words in ruqqa script.



Write out the following words in Arabic script:  
/qaari'un/, /saati'in/, /laaji'in/, /yabtadi'u/, /bari'a/,  
/muqri'un/, /laaji'un/, /tunbi'u/, /malaaji'a/, /nubbi'a/,  
/mumtali'in/, and /mukaafi'un/.

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D. When preceded by a damma, final hamza is written over a waaw. Read the examples below.

تَبَاطُؤْ تَبَشُّرْ يَجْرُؤْ تَكَافُؤْ لُؤْلُؤْ يَجْرُؤْ  
تَوَاطُؤْ تَبَشُّرْ تَبَاطُؤْ تَكَافُؤْ تَكَافُؤْ

Copy the above words in ruqqa script.

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Write out the following words in Arabic script:  
/lu'lu'in/, /yajru'u/, /tanabbu'un/, /jaru'a/, /tawaatū'in/,  
and /takaafu'in/.

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### Dictation

Write down the following words as your teacher dictates them to you:

شَاطِئٌ لُؤلُؤٌ لَّاجِيٌّ إِبْتَدَأٌ قَارِئٌ بَدَأَ شَتَّابًا  
يَجْرُؤُ شَاطِئٌ يَجْرُؤُ نَقْرًا نَقْرًا كَلًا

E. If there is no immediately preceding sakl, final hamza is written independently (i.e., no chair is used). Read the two exercises below:

#### Exercise 1

شَيْءٌ عَبْءٌ مِلْءٌ بُطْءٌ  
جُزْءٌ ضَوْءٌ بَدْءٌ

#### Exercise 2

مَسَاءٌ بَرِيءٌ سُوءٌ مَسَاءٌ بَرِيءٌ سُوءٌ  
بَطِيءٌ جَلَاءٌ سَمَاءٌ يَحْيِيٌّ بَرِيءٌ مَاءٌ جَاءَ جَرِيءٌ  
نَسْوَةٌ نَجَلَاءٌ تُسْيِيٌّ جَرَاءٌ عَلَاءٌ يَنْوَءٌ جَرِيءٌ

Write out the following words in Arabic script:  
/ṣay'in/, /daw'un/, /buṭ'in/, /9ib'in/, /mil'un/,  
/saa'a/, /masaa'un/, /barii'un/, /xubaraa'u/, /suu'in/,  
/suu'un/, /tajii'u/, /jarii'un/, /maa'un/, and /nasuu'u/.

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### Dictation

Write down the following words as your teacher dictates them to you:

جَرِيءٌ بَرِيءٌ سَاءٌ مَسَاءٌ شَفِيءٌ شَفِيءٌ ضَوءٌ  
ضَوءٌ عَبْءٌ عَبْءٌ يَنْوَءُ عَمَلَاءُ رَجَاءُ سُوءٌ

### III. The hamza in word-medial position

The chair of medial hamza is homogeneous with a contiguous sakl.\* Of a non-identical pair, the contiguous sakl which has priority determines the chair; if ranked in terms of priority, the aṣkaal would assume the following

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\*A "contiguous" sakl is one which accompanies the hamza or occurs immediately before it.

order: kasra, damma, fatHa. Thus (a) if there is a contiguous kasra, the chair is yaa' (e.g., سَائِلٌ, زِيَّابٌ); (b) if there is a contiguous damma but no contiguous kasra, the chair is waaw (e.g., بُعْرَةٌ, رَوْفٌ); (c) if there is a contiguous fatHa but neither a contiguous kasra nor a contiguous damma, the chair is alif (e.g., يَزَّأْسُ, كَانُ, رَأْبٌ).

Read the following examples in which the chair is yaa'. Notice that in each case the hamza has a contiguous kasra.

أَفِدَّةٌ سَيْمَ رِكَاسَةٌ إِسْرَائِيلُ زِئْبُ  
 قَائِلًا قَائِمٌ سَائِلٌ زِيَّابٌ بِئْرًا حِنْتُ رَئِيسٌ  
 شَاطِئًا مُقْرِئًا مُسْتَمِرًا لَا جِهَّا مُمْتَلِئًا مُمْتَدِئًا  
 كَائِنَاتٌ رِعَةٌ مِئَاتٌ لَا جِهَّونَ يُلَاءُمُ يُرْجِحُونَ  
 أَسْيَلَةٌ الْجَزَائِرُ جُزَئِيٌّ تَجْزِيَةٌ مُمْتَشِائِمًا مُمْتَفَاعِلٌ يُنْبِئُونَ

Write the above words in ruq9a script.

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Write out the following words in Arabic script:  
/r̠a'iisun/, /šaaťi'an/, /isr̠aa'iilu/, /aljazaa'iru/,  
/qaa'ilan/, /qaa'imin/, /ri'aasatan/, /laaji'an/,  
/bi'r̠in/, /mi'atun/, /mi'aatin/, /as'ilatin/, and  
/di'aaban/.

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Now read the following examples in which medial hamza has waaw as a chair. Notice that in each case the hamza

has a contiguous damma but no contiguous kasra.

سُوَالٌ دَأْوُدْ يُؤَدِّي مُؤَذِّنٌ شُعُونٌ تَفَاعُلٌ  
رَجُوفٌ فُعَادْ رَهْوَمَا مَسْؤُلًا رُهْسَاءُ رَهْفَ  
نُوَجْرُ يُؤْسِرُونَ تُوكَلْفُ مُوكَلُونَ مُوكَلَاتٍ مُوكَلَةً مُوكَلَّا  
مُوكَلَةً مُوكَلَّبٌ رُوكَلَةً رُوكَلَفُونَ يَجْرُوْنَ تَشَاقُمْ مُراَءُونَ  
تَكَافُؤًا تَوَاطُؤًا لُؤْلَؤًا تَكَافُؤًا تَبَاطُؤًا

Write the above words in ruq9a script.

Write out the following words in Arabic script:

/su'aalun/, /lu'lu'an/, /mas'uulin/, /\$u'uunan/, /fu'aadin/,  
/mu'aamaratan/, /ru'uusun/, /tawaatu'an/, /ru'asaa'u/,  
/daa'uudu/, /yu'addii/, /tafaa'ulun/, /mu'allifuuna/,  
and /nu'aθθiru/.

Handwriting practice lines for writing the words in Arabic script.

Read the examples below in which medial hamza has alif as a chair. Notice that in each case the hamza has a contiguous fathha but neither a contiguous kasra nor a contiguous damma.

سَأَلَ يَسْأَلُ تَرَأَسَ شَاءْ بَأْسٍ تَأْلِيفُ تَأْثِيرٌ تَأْكُلُ  
مَسَأَلَةً تَأْدِيَّا تَأْدَبَ تَأْمَلَ تَأْلِفَ يَأْخُذُ  
تَتَأَلَّفُ يَتَأَذَّبُ مُتَأَّذِّبٌ تَأَخَّرٌ تَأَخَّرَتْ إِسْتَأْجَرَ يَتَأَشَّرُونَ  
يَسَّأَمُ نَتَأَخَّرُ يَتَأَذَّى تَأَدِيَّيٌّ يَأْكُلُ نَأْخُذُ

Write the above words in ruq9a script:

A set of horizontal lines for handwriting practice, consisting of five solid top and bottom lines with four dashed midlines in between.

Write out the following words in Arabic script:

/ra'san/, /na'kulu/, /ta'xuđuuna/, /muta'axxirin/,  
/mas'alatan/, /sa'alat/, /nas'alu/, /ba'sun/, /ta'liifin/,  
/ta'adduban/, /sa'nin/, and /ta'aθθarñaa/.

A set of horizontal lines for handwriting practice, consisting of five solid top and bottom lines with four dashed midlines in between.

## Dictation

Your teacher will dictate the following words to you:

رَئِيسٌ شَانٌ مَسْؤُولاً سَائِلٌ سُؤالًا أَسْئِلَةً رَأْسًا  
رُؤْسَاً إِسْرَائِيلُ جِهْنَمَ تَأْكُلُ قَاعِلًا فُؤَادًا مُؤَمَّرَةً  
سُعْدَى قَاعِيمَ نَأْخُذُ شُعُونَا مُؤْلِفُ الْجَزَاءِرِ مَسْأَلَةً

Exceptions to the rules for medial hamza

A. If it has a fathah and follows an alif which represents vowel length, a waaw which represents vowel length, or a waaw which represents the second part of /aw/, medial hamza is written independently.

لَاءَمَ تَسَاءَلَ تَرَاهَفَ رَنَاهَةً قَرَاءَةً إِسَاءَتْ قَرَاءَاتٍ  
سَوَاعِدٌ سَوْعَةً مَقْرُوْعَةً مُرْوَعَةً

B. Whenever it would otherwise occur, a word-medial أ is replaced by T. Thus /qur'aanun/ is written as "قرآن" instead of "قرآن". Read the examples below:

الْقُرْآنُ مِرَأَةٌ مَلَانَ لَآتِيُّ مَآخِذُ مَآرِبُ كَمَنُ رَآتِي

By way of review, read the following words as well (notice that in each case T replaces أ):

أَتَامٌ تَمَلُّ تَلَامِيزٌ تَلَامِيزٌ تَلَامِيزٌ  
بَدَآ إِبْنَدَآ قَرَآ مَلَآ جَزَآ بَدَآ خَبَآ أَنَبَآ

C. After a yaa' which represents vowel length or the second part of /ay/, medial hamza is written over yaa'

no matter what sakl accompanies it. Read the examples below:

الْحَكِيمَةُ مَيْسُونٌ هَيْنَةً خَطِيئَةٍ بَرِيئُهُمْ جَرِيئَةٍ

Copy the above words in ruq9a script.

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D. The following exceptions apply when a word-final hamza becomes medial upon the addition of a suffix:

(1) If the final hamza is written in conjunction with an alif, the addition of a suffix (other than the relative ـِي) does not usually change the chair in spite of the priority rules. Read the following examples:

مَبْدَأً : مَبْدَأَكَ مَبْدَأَكَ مَبْدَأَكَ مَبْدَأَيِّ

يَمْلَأُ : يَمْلَأَهُ يَمْلَأُونَ يَمْلَأُونَ

Compare the chairs in مَبْدَأَيِّ ، مَبْدَأَيِّ ، and مُبْدِئِي .  
Also compare the chairs in يَقْرَأُونَ and يُقْرَأُونَ .

2. If the final hamza is written independently after a nonconnector, the addition of an alif or a waaw introduces no chair; if the final hamza is written independently after a connector, adding an alif or a waaw results in the use of yaa' as a chair. Read the following examples:

جاء : جاءاً جاءوا أساء : أساءاً أساءوا إناء : إناءاً إن جزء : جزءاً جزءاً

عبد : عبداً عبدان بطن : بطن مسيي : مسييون

Notes:

(a) No final ت occurs in the Arabic representation of /jaa'aa/ and /asaa'aa/ because ت replaces أ not ء . For the same reason, no medial ت occurs in the Arabic representation of /juz'aani/ and /inaa'aani/. It must be remembered that, although ت represents /'aa/, not every /'aa/ is represented by ت .

(b) The alif of nunation cannot be added to words which end in أ or ء ; it can be added to other words which end in a hamza. Read the following examples:

نَبَأٌ	مَبْدَأٌ	مَلْجَأٌ	مَلَأٌ
مساءٌ	ماءٌ	سماءٌ	بناءٌ

جزء ضوء سوء بذء شيء عبد جزءاً ضوءاً سوءاً بذءاً شيئاً عبداً  
لؤلؤة تنبوأ تكافؤ شاطئ لاجح ممتلىء لولؤا تنبوأ تكافؤاً شاطئاً لا جهلاً ممتلىعاً

Write the following words in ruq9a script:

القرآن ملان آمال آراء بدأ ملاريا مبدأنا يقرأون يملأها  
جاءوا عبدان سماء ماء ضوء شيئاً ملجاً ملاً هيئة بريئة

E. When a word-initial hamza becomes medial simply because the definite article or some other prefix is added, the chair remains an alif. Read the examples below:

أَصْلٌ : أَلْأَصْلُ إِخْرَاجٌ : أَلْإِخْرَاجُ أُسْتَادٌ : أَلْأُسْتَادُ أُولَئِي : أَلْأُولَئِي  
إِيرَادٌ : كَإِيرَادٍ إِنْ : قَإِنْ أَذْهَبٌ : لَأَذْهَبَ أَمْرِيكَا : يَأْمُرِيكَا أُوحِدُ : سَأُوحِدُ

Write the above words in ruq9a script.

As a mnemonic device, notice that the first three of the above exceptions deal with writing the hamza next to an alif, a waaw, or a yaa', while the rest of the exceptions

deal with adding letters before or after the hamza.\*

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\*Because their application requires more familiarity with the language than the average beginner has, two important exceptions are excluded from the foregoing list and relegated to this footnote for future reference:

(1) In a maṣdar whose function is closely related to the corresponding verb, the chair of final hamza is alif after a sukuun. The function of a maṣdar is closely related to the corresponding verb in three contexts (see Wright's Grammar, Vol. II, pp. 54-62):

(a) Where the maṣdar can be replaced by أَنْ plus the corresponding verb; compare the following pair of

sentences: يُرِيدُ الْبَدْأَ فِي الْعَمَلِ قَوْرًا 'He wishes to begin working immediately', يُرِيدُ أَنْ يَبْدَا فِي الْعَمَلِ قَوْرًا 'He wishes to begin working immediately'.

(b) Where the maṣdar intensifies the meaning of the corresponding verb: وَطَاءُ وَطَاءً 'He trod on it (with) a treading (i.e., heavily)'.

(c) Where the maṣdar (together with a following modifier) defines the meaning of the corresponding verb:

بَدْأٌ بَدْأً حَسَنًا 'He began a good beginning (i.e., well)'.

Notice that, in the above contexts, both function and graphical representation relate the maṣdar to the corresponding verb.

In the following sentences, /wat'/ and /bad'/ are written as وَطَاءُ and بَدْءٌ respectively (notice that the function of neither is closely related to the corresponding verb): خَفِيفُ الْوَطَاءِ 'Tread softly', فِي الْبَدْءِ كَانَ الْكِلَمَةُ 'In the beginning was the Word'.

(2) The indicative and the subjunctive forms of some defective verbs are written with أً before the last letter. The jussive form of such verbs is usually written with ئِ as the last letter; thus the indicative, the subjunctive, and the jussive forms are related one to the other by graphical similarity: يَنْتَأِ 'to be distant (indicative and subjunctive)', يَنْتَئِ 'to be distant (jussive)'. The jussive form in question may also be written with an independent hamza as the last letter: يَنْهَءِ .

Exceptions which are not accounted for in this section should be learned as items.

### Dictation

Your teacher will dictate the following words to you:

الْأَرْدُنُ إِجْرَاءَاتٌ جَاءَتْ شَيْئًا شَيْئًا يَمْدُونَ الْقُرْآنَ أَخْذُ الْإِدَارَةِ  
قَرَاءَاتٍ تَسَاءَلَ خَطِيئَةً يَقْرَأُونَ رَأْنِي بَدَأَ أَمَّا أَلْأَصْلُ أَلْأَلَاتُ جَاءَ أَمَانُ مَا خَذَ  
إِحْصَاءَاتٍ فَرَأَ جَزَاءً نَبَأُهُمْ نَبَأُهُمْ بَدْعًا شَيْئًا بُطْئًا أَسَاءُوا  
جُزْءَانِ مَاءٌ بِنَاءٌ مُرْوَةٌ سَوْةٌ بِيَثَةٌ هَيْثَةٌ أَسَاءُوا إِنَاءٌ

Note:

As explained in the foregoing pages, the chair of the hamza is usually specified by the vocalic environment. Conversely, the vocalic environment is specifiable, at least in part, once the chair is given; thus in texts where the short vowels are not represented, the use of various chairs provides clues to the correct pronunciation of words like the following:

بَأْس بِئْس بُؤْس ( = بَأْس بِئْس بُؤْس )

هَزْأَهَزْئَهَزْءَ ( = هَزْأَهَزْئَهَزْءَ )

In addition, the use of various chairs reflects a difference in pronunciation between the two major dialects of ancient Arabia: while speakers of the eastern dialect pronounced the hamza clearly, those of the western dialect pronounced the hamza weakly or replaced it by vowel length in certain environments.\* The following are

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\*See Anīs' Fi al-Lahajāt al-<sup>c</sup>Arabiya, pp. 75-80.

examples (the eastern pronunciation is given on the right and the corresponding western pronunciation is given on the left; notice that in each case the chair indicates the western pronunciation):

فَارٌّ	فَأْرُ
بِيرٌّ	بِئْرُ
شُومٌ	شُؤْمُ

#### Review

Read each of the following passages and prepare for a dictation based on it.

#### النص الأول

السيدة آمال فكري أستاذة قد يرة قرأت كثيراً عن تاريخ المصريين القدماء ودرست التاريخ في جامعة القاهرة. ذهبت أستاذة آمال إلى مكتب السياحة وهناك عرفتها الموظفة بعشر طالبات أمريكيات حضرن إلى مصر للسياحة عشرين يوماً. حادثة الأستاذة الطالبات، وبقد أيام جالستهن في بيتهما وباحثنهن في مشكلة تحرير المرأة الغربية وفي وضع المرأة في كل من الولايات المتحدة والشرق الأوسط.

ذهبت السيدة آمال مع الطالبات العشر لمشاهدة الآثار القديمة في العاصمة المصرية وساعدت ثمن على فهم التاريخ المصري القديم.

### النص الثاني

أكثُرُ المُوَظِّفِينَ الْحُكُومِيِّينَ فِي مِصْرَ يَبْدَأُونَ الْعَمَلَ فِي الْسَّاعَةِ الْثَّانِيَةِ صَبَاحًا .  
 يَأْكُلُ بَعْضُهُمْ طَعَامَ الْفَدَاءِ فِي مَكَاتِبِهِمْ ، وَلِكُنْ أَكْثَرُهُمْ يَأْكُلُونَ طَعَامَ الْفَدَاءِ  
 فِي الْمَطَاعِمِ . الْطَعَامُ الَّذِي تُقْدِمُ الْمَطَاعِمُ الْمِصْرِيَّةُ مُمْتَازٌ ، وَأَكْثَرُ تِلْكَ الْمَطَاعِمِ  
 تُقْدِمُ الْكُوكَوْلَا وَالْبِيْسِيْسِيْ كُوكَوْلَا أَيْضًا .  
 بَعْدَ الْفَدَاءِ يَرْجِعُ الْمُوَظِّفُونَ إِلَى مَكَاتِبِهِمْ ، وَيَقْرَأُونَ الصُّحُفَ سَاعَةً أَوْ نِصْفَ  
 سَاعَةً ، ثُمَّ يَعْمَلُونَ إِلَى السَّاعَةِ الْرَّابِعَةِ وَالنِّصْفِ بَعْدَ الظَّهَرِ .  
 يَذْهَبُ كَثِيرٌ مِنَ الْمُوَظِّفِينَ بَعْدَ اُنْصِراَفِهِمْ مِنْ مَكَاتِبِهِمْ إِلَى الْقَهْوَةِ ، وَهُنَاكَ  
 يَشْرِبُونَ الْقَهْوَةَ وَيَسْمَعُونَ الْأَخْبَارَ وَيَتَحَادُثُونَ حَتَّى الْمَسَاءِ ، ثُمَّ يَرْجِعُونَ إِلَى  
 بُيُوتِهِمْ .

### النص الثالث\*

يَقْرِئُ الشَّابُ الْعَرَبِيُّ الْزَوَاجَ بَعْدَ حُصُولِهِ عَلَى عَمِيلٍ ، وَالشَّابُ الْقَرْبُ الَّذِينَ  
 يُقْرِرُونَ الْزَوَاجَ خِلَالَ سَنَوَاتِ الْدَرَاسَةِ قَلَّا إِلَيْهِمْ جِدًا .  
 يُحَدِّثُ الشَّابُ أَهْلَهُ بِشَاءِنَ رَغْبَتِهِ فِي الْزَوَاجِ ، ثُمَّ يَذْهَبُ إِلَى أَهْلِ الْفَتَاهِ وَحَدَّهُ  
 أَوْ مَعَ بَعْضِ أَهْلِهِ وَيُقَدِّمُ إِلَيْهِمْ هَدِيَّةً ، وَيُكَلِّمُهُمْ بِشَاءِنَ الْزَوَاجِ مِنْ أَبْنَتِهِمْ .

\*This passage demonstrates the practice of occasionally extending the joining line after an initial or a medial connector. The practice is used primarily to make the left margin straight. It is also used in fully vocalized texts:

- (a) To keep diacritical marks from getting crowded together (compare خَبَّا with خَبَّ).
- (b) To avoid the association of a given diacritical mark with the wrong letter (compare مِدَئِي with مِدَئِي).

يُحَذِّرُ الشَّابُ وَالْفَتَاهُ مُؤْمِنَةً لِلزَّوْجِ . يَخْضُرُ حَفْلَ الزَّوْجِ كَثِيرٌ  
مِنْ آلَهَهُلِ وَآلَصِدِقَاءِ ، وَيُقَدِّمُ كَثِيرٌ مِنْهُمْ آلَهَهَايَا إِلَى آلَعَرِيسِ وَآلَعَرْسِ .

The first of the preceding passages is repeated below in calligraphic script then in normal handwriting; study the passage in these forms, then read it aloud.

السيدة آمال فكري أستاذة قديره قرأت كثيراً عن  
تاريخ المصريين القدماء ودرست التاريخ في جامعة القاهرة.  
ذهبت الأستاذة آمال إلى مكتب السياحة وهناك  
عرفتها الموظفة بعشر طالبات أمريكيات حضرن إلى مصر  
للزيارة عشرية يوماً .

حدّثت الأستاذة الطالبات، وبعد أيام جالتنَّ  
في بيتهما وباحتتهما في مشكلة تحرير المرأة العربية وفي وضع  
المرأة في كلٍّ من الولايات المتحدة الأمريكية والشرق الأوسط.  
ذهبت السيدة آمال مع الطالبات العشر لـ القاهرة  
الآثار القديمة في العاصمة المصرية وساعدتهما على فهم  
التاريخ المصري القديم .

السيدة آمال فخرى أستاذة قديرة قرأت كثيرة عن تاريخ  
المصرية القديمة ودرست التاريخ في جامعة القاهرة.

ذهبت الأستاذة آمال إلى مكتب السياحة وهناك عرفتها  
الموظفة بعشر طالبات أمريكيات حضرنها إلى مصدر السياحة عشر يوماً.  
حادرت الأستاذة الطالبات، وبعد أيام جاالتها في بيته  
وباحتثتها في مكملة تحريم المرأة العربية وفي وضع المرأة في كلّ من  
الولايات المتحدة الأمريكية والشرف الأوسط.

ذهبت السيدة آمال مع الطالبات العشر لجامعة الآثار  
القديمة في العاصمة المصرية وساعدتها على فرض التأريخ المصري  
القديم.

## APPENDIX I. GRAPHICAL SYMBOLS

### List A: The Arabic Alphabet

As defined by Arabs, the Arabic alphabet consists of the following letters (in the order given); for letters which have more than one shape, only the flourished form is listed.

Name of Letter	Arabic Symbol
( <u>hamza</u> )*	( ء )
<u>alif</u>	ا
<u>baa'</u>	ب
<u>taa'</u>	ت
<u>θaa'</u>	ث
<u>jiim</u>	ج
<u>Haa'</u>	ح
<u>xaa'</u>	خ
<u>daal</u>	د
<u>daal</u>	ذ
<u>raa'</u>	ر
<u>zaay</u>	ز
<u>siin</u>	س

---

\*Although considered the first letter of the alphabet, hamza is not listed separately. It is usually treated in conjunction with alif, waaw, and yaa'.

<u>Name of Letter</u>	<u>Arabic Symbol</u>
<u>šiin</u>	ش
<u>saad</u>	ص
<u>daad</u>	ض
<u>taa'</u>	ط
<u>daa'</u>	ظ
<u>gayn</u>	ع
<u>gayn</u>	غ
<u>faa'</u>	ف
<u>qaaf</u>	ق
<u>kaaf</u>	ك
<u>laam</u>	ل
<u>miim</u>	م
<u>nuun</u>	ن
<u>haa'</u>	*
<u>waaw</u>	و
<u>yaa'</u>	ي**

Note: The combination consisting of a laam and a following alif is represented by the special symbol ل .

\*Except for having two superscript dots, the shapes of taa' marbuuta are identical to final and independent haa'.

\*\*Except for not having two subscript dots, the shapes of alif maqṣuura are identical to final and independent yaa'.

### List B: Additional Symbols

<u>fatHa</u>	‘
<u>damma</u>	’
<u>kasra</u>	‘
<u>sukuun</u>	◦
<u>ṣadda</u>	“
<u>madda</u> (written above <u>alif</u> )	ـ
Dagger <u>alif</u>	ؑ
Nunation with <u>fatHa</u>	=
Nunation with <u>damma</u>	ؒ ؓ
Nunation with <u>kasra</u>	ؑ
<u>waṣla</u> (written on <u>alif</u> )	ـ
Question mark	؟
Comma	,
Period	.

List C: al-Huruufu l-'abjadiyyah

When listing paragraphs or other segments of written material, English uses A, B, C, D, etc. in the order of the Roman alphabet. Arabic, on the other hand, uses "al-Huruufu l-'abjadiyyah"--i.e., the letters of the Arabic alphabet in the following order:

ا ب ج د ه و ز ح ط  
ي ك ل م ن س ع ف ص  
ق ر ش ت ث خ ذ ض ظ غ

As a mnemonic device, al-Huruufu l-'abjadiyyah are combined into the following words:\*

أبجد هوز حطي كمن سعفص قرشت خذ ضظغ

---

\*The words are pronounced as /abjad, hawwaz, Huṭṭii,  
kalaman, sa9faš, qaraṣat, ḥaxad, ḫaḍağ/.

## APPENDIX II

### REFERENCE TABLES

This appendix provides eleven tables\* which the learner can use to ascertain the correct shapes of certain connected sequences. The sequences in the first table consist of two letters each; those in the other tables, of three letters each.

The tables consist of rows and columns. The "horizontal axis" of a given table is the row at the very top; the "vertical axis" is the column at the extreme right. The initial letters for various sequences are listed in the vertical axis, while the final letters are listed in the horizontal axis; in other words, each row is introduced by the letter which occurs initially in all the sequences of that row, and each column is introduced by the letter which occurs finally in all the sequences of that column. A sequence occurs wherever a row and a column meet. To locate a sequence, one merely locates the square where the appropriate row and the appropriate column meet; for example, to locate a sequence which begins with baa' and ends with kaaf, one locates the row introduced by baa' and the column introduced by kaaf, then locates the square at which the row and the column meet.

---

\*The tables are from Writing Arabic: A Practical Introduction to Ruq'ah Script by T.F. Mitchell, published by Oxford University Press. Reprinted by permission of the publisher.

In tables 2-11, a medial letter occurs between the initial and the final letters of each sequence; that medial letter appears in the same box with the numeral identifying the table.

For the sake of brevity, a set of related letters is represented by the basic stroke; as a result, the tables include variants neither for final siin nor for final daad. Again, for the sake of brevity, only one shape is used for each of final qaaf, final nuun, and final haa'.

#### Erratum

The letters of each axis are listed in alphabetical order; in all of the tables, however, the horizontal axis contains an error since waaw should follow, rather than precede, haa'.\*\*

---

\*The error is acknowledged in Mitchell's book.























### APPENDIX III

#### ANSWERS TO DISCRIMINATION EXERCISES

The letter "daal"

ج ش د ل ب ز ن ح ك ز ن ر ك

The letter "daal"

د ن د ك ز ر د ز ن ق ه ي د ف ز

The letter "raa'"

ر د ق ذ ز ل

و ر ز د ه د ذ ر و

The letter "waaw"

و ق ر و ن ل ع و ز ف ق ص و ق

ر د و ن و ط ن ه و ق و ف ذ ز و

The letter "tsha'a"

ط ض م ط ف ض ط م ط ظ ق ل ط ض ه ظ

The letter "baa' "

ف ج ب س س ب ن ب

ض ج ب ق ب ف ن ب

ت ح ف ت ح ن ج ب ن ب

ت ب ف ب ق ت ب ن ي ت ب ح

ث ب ض ب ث م ن ب ض ب ف

The letter "taa' "

ت ف ن ه ق ت ي ت ب ن س ب ن ي ب ج ب ف ش

ت ف ي ت ه ق ض ت ب خ ق ش ت ه ض ق ش ت ن ه

ت ب س ت ق ت ن س ت ب ن ي ت ض س ق ت ت س ت

The letter "θaa' "

س ت س ت ق ف ش ق ي ب ف ن ش ت س ت

ب ق ش ي ف ض ش ي س ش ت س ت

The letter "faa' "

ف ق ن ف ض ف ص ق ض ف و ف ق ع ق ف

ف ف ض س ف ف ط ن ف و ق ف ن س

ف ب ظ ت ف ق ف ن ت ف ظ ض ف ق ض

The letter "kaaf"

ك ل لا ك ل ت ك د ط ت د ل لا ك  
ط ل ز ر ك ل ء ك ح ك ف ي ئ لا ل ي ئ ك  
ك ل ل ا ك ح ل ء ك ت ا ك ل ء ك

### The letter "laam"

### The letter "nuun"

ي ز ب ز ن ي ش ف ب ق ف ن ن ت ت ي  
ن ت ق ت ن ب ق ن ت ش د ز ن ش ت ن ش

## The letter "qaaf"

ق ف ق ن ق ف ق ت ق ف ق و ق ن ق ش ف ت  
ق ق ش ن ق ن ت ق ف ق ق ق ف ق ت ق غ ف ق ق ف ق

### The letter "Haa" "

خ - ح - خ - ح - خ - ح - خ - ح - خ - ح - خ - ح - خ - ح - خ - ح - خ

ج ح ي ع غ ح ن خ ج م غ خ ح  
ح ن ع غ ح ح ن خ م ج ح خ ع ح

The letter "xaa'"

خ ح ج ذ خ ح ن ع ع غ خ ف غ ح س ح  
ج خ ح ض ص غ ذ ع خ ح ض خ ذ  
ج ح ح غ ح ج ب ن غ ج

The letter "jiim"

خ ج غ ع ح ح خ ع خ د ح  
ح خ خ ج ج غ س ح خ ب غ ح ج ع ح س خ  
ب س ج ض خ ح خ ح غ ع ح خ

The letter "siin"

ش س ش تب س من س س ش س س ق  
و س س تب س من س ش س س ش س

The letter "šiin"

س ش س ش ش ش س ش ش ش ش ش

The letter "saad"

ص ح ص ج ع ض ع ض س ش ف ص ف ض ق ط س ط  
ب ص ظ ف ص ق ع ح ض ش س ح ع س ط ظ ع  
ص ض ق م ص ف س ص ق ف ق ض ص ش س س

### The letter "đaad"

ص ض ص ض ص ص ف ض صن ض ف ص ص حن ف ض ص صن (ض) ف ض ط (ض) ط ق فن (ض) ض ص

## The letter "yaa'" as a consonant

ب ي ن ت ت ي ب د ت ي ه ب ن ش ي ب ي ن ت ت ي ب د ت ي ه ب ن ش ي  
ش ي ب ت ز ب ب د ن ي ه ب ش ي ب ش ي ب ش ي ب ش ي ب ش ي ب  
س ي ب ي ن س ي ب ي ن س ي ب ي ن س ي ب ي ن س ي ب ي ن س

### The letter "haa' "

ه خ ظ س ش ص ي ن و ه خ ف ش ه و ة ب ه غ ف ش ه و ة

### The letter "gayn"

ب ب ج ص ع ا ف ع ق ص ع ط ل م ك ح ف ع ث  
ع ع ك ث ع ع ب ح ص س ع ع ح ف ح ص ع

The letter "gayn"

غ خ ض ع خ ع خ ف ت س خ غ ز ف ض ق ف ع غ ف ع خ ف ف ن ض غ ف ض ن ض غ خ غ ف ت خ غ ف ن س خ غ ع ح ع غ

The letter "taa' marbuuta"

ه ق ه ق ه ت ة ق ه ق ه ف

ق ت و ه م ة ق ه م ة ق

### The symbol "alif maqṣuura"

ي ي ي ي ي ي ي ي ي ي ي ي ي

### The "hamza" (for recognition)

ء ي و ئ ا ك د ن ب ك ئ و ا ئ ل ك و ئ ت ا ي ا د ف ئ ك و ئ ا ش ف ك

### The numerals

Y	A	I.	R	O	Z	E	Z	R	I	L	I	R	Z	A	E	O
7	8	10	2	5	3	4	3	2	9	6	9	3	7	8	4	5
0	9	2	1.	0	8	4	Y	6	3	9	2	2	1	6	9	7
5	9	2	10	5	8	4	7	6	3	9	2	3	1	6	9	6

३०	६२	१३	२८	१६	१०	९२	९०	८०	४०	३६	२८
35	62	13	28	16	10	97	90	80	45	36	28

०२३	१४२	५०७	१६३	१३८	१९७	१७८	०४२	६३८
523	742	507	963	138	197	978	542	638

4,093 9,870 4,321 1,350 6,823 930 139 170

19,911 10,004 20,000 1,111 8,887 9,999 9,102  
29,911 10,054 25,555 2,111 8,887 9,999 9,102

40,791 97,054 42,638 10,005 14,999 32,896

5,708,362	4,059, 570	1,862,542	638,362
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6,748, 900 ,111

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